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ABSTRACT

A compilation of descriptions of graduate programs in the field of higher education is presented as prepared by the ASHE Committee on Curriculum, Instruction and Learning. The report is based on a survey of the 92 directors of masters and doctoral programs in higher education in the United States and Canada. For each of 65 respondents, one-page information sheets provide a description of the program, data on the number of faculty and of masters-level and doctoral students, information on the degrees offered and program emphasis, and identification of the following: the school, the name of the program, the director, the director's title, and the school's address and phone number. Among the schools are the following: University of Arizona, Arizona State University, University of Arkansas, Claremont Graduate School, Stanford University, University of California-Los Angeles, University of Southern California, University of Denver, University of Connecticut, American University, George Washington University, Florida Atlantic University, University of Florida, University of Georgia, Illinois State University, Loyola University of Chicago, Southern Illinois University at Carbondale, University of Chicago, Ball State University, Indiana University, University of Kansas, University of Kentucky, University of Maryland, Boston College, Northeastern University, University of Massachusetts, University of Michigan, Michigan State University, Western Michigan University, University of Minnesota, University of Mississippi, Saint Louis University, and the University of Missouri. (SW)

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ED240952

# HIGHER EDUCATION PROGRAM DESCRIPTIONS

MARCH 1984

Compiled by
Glenn M Nelson and Patricia H. Crosson

Under the Sponsorship of the
Committee on Curriculum, Instruction and Learning
of the
Association for the Study of Higher Education

NE 017 061

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ASHE

# HIGHER EDUCATION PROGRAM DESCRIPTIONS

MARCH 1984

Compiled by

Glenn M. Nelson

and

Patricia H. Crosson

Under the Sponsorship of the Committee on Curriculum,
Instruction and Learning

ASHE Association for the Study of Higher Education

The George Washington University/One Dupont Circle, Suite 630/Washington, D.C. 20036
(202) 296-2597

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## INTRODUCTION

This compilation of program descriptions is intended to give basic information about Higher Education Programs for interested program directors, faculty members, and students. It is provided by the Association for the Study of Higher Education (ASHE) through its Committee on Curriculum, Instruction, and Learning.

The compilation began as a follow-up to a special meeting of directors of Higher Education Programs at the 1982 annual meeting of ASHE. It was clear at the meeting that directors lacked basic information about Higher Education Programs in institutions other than their own. The Committee, with the assistance of the ERIC Clearinghouse on Higher Education, decided to compile such a reference.

In November of 1982, Marvin W. Peterson, then President of ASHE, wrote on behalf of the Committee to 92 Higher Education Program directors listed in the 1982 ASHE/ERIC Directory of Higher Education Programs and Faculty. Directors were requested to send the authors a one-page description of their program along with some brief demographic data. A follow-up request was mailed in mid-January and a draft compilation of 50 descriptions was prepared and distributed at the 1983 ASHE annual meeting.

In May 1983, a copy of the description submitted by each program director was returned for review and revision. A final request was made to program directors who had not responded to our initial requests. Of the 92 programs contacted, two advised us that a Higher Education Program

no longer existed at their institutions. Sixty-five of the remaining programs (including those in Canada) responded, a return rate of 72%.

We would like to express our appreciation to our ASHE colleagues, Robert Birnbaum, Marvin Peterson, Jonathan Fife, and Jack Schuster, who helped with this project and to each program director who submitted a description. Also we would like to thank Marilyn Shorr and Lynn Barnett of the ERIC Clearinghouse on Higher Education, as well as Peggy Kartanas at the University of Pittsburgh's Institute for Higher Education, for creating this from our rough drafts. We hope this compilation will prove to be a useful resource.

Glenn M. Nelson
Associate Professor
Higher Education Program
University of Pittsburgh

Patricia H. Crosson
Associate Professor
Higher Education Program
University of Pittsburgh

UNIVERSITY OF ARIZONA
**Institution**

CENTER FOR THE STUDY OF HIGHER EDUCATION
**Name of Program**

Dr. Larry L. Leslie
**Director**

Director & Professor of Higher Education
**Title of Director**

1415 N. Fremont

Tucson, AZ 85719
**Address**

(602) 621-7951
**Telephone**

**Degrees Offered**

Ph.D. X M.A. X
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| **Students** | | |
| **Masters** | 20 | 98 |
| **Doctoral** | | |
| **Faculty** | 4 | 5 |

**PROGRAM DESCRIPTION:**

The Center for the Study of Higher Education was established by the University of Arizona Board of Regents with four major objectives: (1) the development of knowledge of higher education policy and operation; (2) to offer graduate M.A., M. Ed., Ed. D., and Ph. D. instruction; (3) to facilitate faculty and student research; and (4) provide professional higher education services of a regional, national, or international nature. The Center regularly sponsors conferences and seminars in many critical areas of higher education. Its organized degree programs combine continuing scholarly study and research activities at both the graduate and postdoctoral levels. Graduate degree programs are offered with limited concentrations available in:

1. Academic Administration
2. Finance and Business Management
3. Student Personnel Administration
4. Institutional Research
5. Community College Administration

Course work provides graduate students at both the master's and doctoral levels with an opportunity to engage in the analytic study of higher education. University departments offer admission to advanced courses which can be included as part of the doctoral major or minor. Among the programs from which graduate students in higher education can take minors or selected courses are Biological Sciences, Computer Science, Counseling and Guidance, Educational Administration, Psychology, Speech and Hearing, Business Administration, Home Economics, Agriculture, Reading, History, Public Policy Planning and Administration, Indian Studies, Spanish, Art, Nursing, and Physical Education.

ARIZONA STATE UNIVERSITY
Institution

DEPARTMENT OF HIGHER & ADULT EDUCATION
Name of Program

Richard C. Richardson, Jr.
Director

Professor and Chair
Title of Director

Tempe, AZ 85287
Address

(602) 965-6248
Telephone

Degrees Offered
Ph.D. X M.A.
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 10 | 26 |
| Doctoral | 25 | 50 |
| Faculty | 8 | 3 |

PROGRAM DESCRIPTION:

The Department offers individualized programs emphasizing administration, teaching, and research in adult education agencies, community colleges, four-year colleges and universities, and related state and federal agencies. The Department has recently completed curriculum revision to integrate higher and adult core offerings.

The Ed.D. program, through less stringent residency requirements and practitioner orientation, responds to the needs of students who plan to continue employment while engaged in doctoral study. The Ph.D. program emphasizes a research orientation and requires a minimum of one full year in residence. All doctoral students develop research competencies in at least one area chosen from such fields as ethnography, historiography, policy analysis, or quantitative analysis.

The Education Specialist program is practitioner oriented and serves as an alternative to a second Master's degree. The M.Ed. provides preparation for administrators, teachers, and program planners in adult education agencies; for middle level administrators in higher education institutions; and for community college faculty who are qualified in their technical specialties but lack a graduate degree.

Areas for specialization include aging and education of the older adult, policy analysis in postsecondary education, developmental and adult basic education, community college administration, student affairs administration, bilingual and multicultural education for adults, organizational studies and program planning, and administration of adult education.

The Department has an active program of research characterized by close faculty-student collaboration. Ph.D. dissertations typically develop out of collaborative projects. Ed.D. dissertations emphasize the resolution of problems of professional practice and result in a publishable product.

The Department accepts responsibility for finding financial support for students accepted for full-time study and typically supports 20 graduate students each year at the one-half time level through a combination of graduate assistantships, paid internships, and fellowships.

UNIVERSITY OF ARKANSAS
**Institution**

HIGHER EDUCATION
**Name of Program**

James O. Hammons
**Director**

Coordinator
**Title of Director**

254 Graduate Education

Fayetteville, AR 72701
**Address**

(501) 575-2207
**Telephone**

**Degrees Offered**

| | | | |
|---|---|---|---|
| Ph.D. | | M.A. | |
| Ed.D. | X | M.Ed. | X |

| | Full Time | Part Time |
|---|---|---|
| **Students** | | |
| Masters | 1 | 17 |
| Doctoral | 7 | 56 |
| **Faculty** | 3 | 5 |

**PROGRAM DESCRIPTION:**

The program in higher education prepares students for professional competence and service in three areas: Administration, including student personnel work; College Teaching; and Institutional Research. Within these options, practicing professionals as well as persons entering the higher education field may pursue programs emphasizing community colleges, four-year colleges and universities, or state and regional agencies.

The Master of Education Degree

The master's degree program in Higher Education provides academic preparation for persons who plan to seek entry level positions in postsecondary institutions for which a master's degree is appropriate preparation (resident hall head resident, student activities director, director of placement or admissions, community college student development work) or certain other types of collegiate staff positions (e.g., information services, community service, administrative assistant).

The Educational Specialist Degree

Two options are available: one in college teaching and one in college administration. While both programs are designed primarily for persons currently employed in postsecondary education roles, they can, under certain circumstances, be used a preservice programs for persons presenting two years of relevant experience.

The Doctor of Education Degree

Three major areas of emphasis exist within the doctoral program: college teaching, college administration including student personnel work, and institutional research. Students may focus on two or four-year colleges or some other aspect of postsecondary education.

CLAREMONT GRADUATE SCHOOL
Institution

HIGHER EDUCATION PROGRAM
Name of Program

Jack Schuster
Director

Title of Director

Faculty in Education

Claremont, CA 91711
Address

(714) 621-8075
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. ____ M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | ____ | 2 |
| Doctoral | 10 | 40 |
| Faculty | 2 | 9 |

PROGRAM DESCRIPTION:

The Higher Education Program at Claremont Graduate School (CGS) can be understood only within the context of CGS' distinctive characteristics.

CGS is small, about 65 full-time faculty spread over a dozen disciplines. The School confers masters' and Ph.D. degrees only. Education is the largest of the faculties with 10 full-time members.

CGS is one of the six federated Claremont Colleges, all located on contiguous campuses and sharing many "central services," including a large library. This complex of colleges, located 30 miles east of downtown Los Angeles, features numerous joint academic appointments between CGS and undergraduate colleges. Education students are thereby enabled to draw on the faculty resources of the other colleges, for there are perhaps two dozen sociologists, psychologists, economists, political scientists, and historians with particular interests in education.

Higher Education is one of several emphases available to students within the Education Faculty. Students in the Higher Education program may choose to focus in such areas as administration/management, adult and continuing education, history/philosophy, public policy, and college student personnel.

About eight higher education students are admitted each year.

STANFORD UNIVERSITY
Institution

ADMINISTRATION & POLICY ANALYSIS
Name of Program

Lewis B. Mayhew
Director

Professor and Chairman
Title of Director

School of Education

Stanford, CA 94305
Address

(415) 497-3577
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. X M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 10 | ____ |
| Doctoral | 70 | ____ |
| Faculty | 6½ | ____ |

PROGRAM DESCRIPTION:

The programs in Administration and Policy Analysis seek to prepare administrators and scholars who will be distinguished by their understanding of complex societal and organizational forces; by their ability to question, to analyze, and to resolve policy and operating problems creatively; and by their willingness to make decisions even when conflict and ambiguity exist. The Ed.D. program, for those intending to administer educational institutions, ordinarily takes three years; the Ph.D. program, intended for scholars and policy analysts, takes somewhat longer. The one-year M.A. program provides specific training in decision skills and a background in social science for those who do not wish research training.

The three programs build on a common, intensive set of core courses. These courses, which fully occupy the first year of study, constitute three sequences: Social Science and Educational Analysis, Administration and Organization of Educational Institutions in Context, and Decision Analysis in Education.

The faculty come from a variety of disciplinary and experiential backgrounds. Their research interests are broad: projects currently underway involve the financing and productivity of the educational enterprise, the internal functioning of the schools, the relationship between school and community, the politics of educational finance reform, the cost-effectiveness of human resource programs, and the problems and pressures facing colleges during a period of financial constraint.

The program prepares people for work in higher education, elementary and secondary education, and in the various educational staffs and bureaucracies. Students in all three concentrations take the same core of courses and then elect courses relevant to their own special interests. About 40% of all students elect higher education and typically enter first, second, and third echelon administrative positions.

UNIVERSITY OF CALIFORNIA-LOS ANGELES
Institution

HIGHER EDUCATION
Name of Program

Arthur M. Cohen
Director

Specialization Head
Title of Director

Department of Education

Los Angeles, CA 90024
Address

(213) 825-8331
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. X M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 15 | ____ |
| Doctoral | 90 | ____ |
| Faculty | 7 | 2 |

PROGRAM DESCRIPTION:

The Higher Education Specialization of the Graduate School of Education offers degree programs which lead to the M.A., Ph.D., and Ed.D. in higher education. Courses and seminars which help to prepare students for a variety of professional roles as administrators, researchers, and teachers focus on seven major areas: College and University Organization and Administration; Community Colleges; Institutional Research and Evaluation; Policy Studies; the Social Psychology of Higher Education; Economics; and Comparative Study of National Systems.

The Ph.D. program emphasizes research and evaluation in the context of historical, social, political, economic, and organizational perspectives, including research on student development, program evaluation and effectiveness, policy decisions, and the social benefits of higher education.

The Ed.D. program focuses on professional leadership development in administration, teaching, and other roles in a broad range of postsecondary institutions and agencies, as well as the application of research to program development and implementation in these areas.

The M.A. program provides a general orientation to the field of education, with an emphasis on those aspects of higher education related to the individual student's particular interests.

The research and service facilities of the Higher Education program include the Higher Education Research Institute, the Center for the Study of Community Colleges, the ERIC Clearinghouse for Junior Colleges, and the Comparative Higher Education Research Group. These projects provide numerous research assistantships to students.

Doctoral students in both Ph.D. and Ed.D. sequences take seven courses in higher education, three in a minor field, three in research methodology, and three in other areas in education (16 total). A master's degree in an approved area usually suffices as a cognate requirement for the Ph.D. All students do a research or an administrative practicum, take a nine-hour comprehensive examination, and write research or field-oriented dissertations.

UNIVERSITY OF SOUTHERN CALIFORNIA
Institution

HIGHER & POSTSECONDARY EDUCATION
Name of Program

Clive Grafton
Director

Chairman
Title of Director

WPH 701

Los Angeles, CA 90089-0031
Address

(213) 743-6321; (213) 743-2310
Telephone

Degrees Offered

Ph.D. X M.A. X

Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 10 | 10 |
| Doctoral | 5 | 30 |
| Faculty | 6 | 6 |

**PROGRAM DESCRIPTION:**

The Department of Higher and Postsecondary Education's master's and doctoral degree programs combine professional preparation with scientific and humanistic inquiry appropriate to the study of higher learning.

The goal is to prepare U.S. and international scholars/leaders for such careers in higher, adult, and continuing education as the following:

* College Student Personnel Services
* College and University Governance
* Community College Administration
* College Teaching
* Continuing and Professional Education
* Community Services and Educational Gerontology
* Adult Development and Learning
* Policy Analysis
* Continuing Higher Education Administration
* Training and Development
* Adult Public Continuing Education
* Comparative Higher and Postsecondary Education
* Institutional Research

Students may elect an emphasis in higher or adult education or may combine the two areas. The Department of Higher and Postsecondary Education works closely with other departments in order to provide the individual programs which match a student's needs with the curriculum of the School of Education. Opportunities for internships and guided research projects exist in conjunction with USC's College of Continuing Education and the Andrus Gerontological Research Institute, as well as with a variety of higher and postsecondary institutions in the area. Programs can also include work from various other academic units within the University, including business administration, public administration, systems management, and others.

UNIVERSITY OF DENVER
Institution

PROGRAM IN HIGHER EDUCATION
Name of Program

Allan O. Pfnister, Professor of Higher Ed.
~~Director~~ Senior faculty member

no special title given
Title of Director

GCB 136, University Park

Denver, CO 80208
Address

(303) 753-3269
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. ____ M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 10 | 5 |
| Doctoral | 5 | 30 |
| Faculty | 2 | 3 |

PROGRAM DESCRIPTION:

The doctoral program in higher education at the University of Denver focuses upon the preparation of persons for policy-making posts in higher educational institutions. Persons in such positions must be able to identify the nature of a problem, recognize the essential elements in issues surrounding a problem, develop workable solutions in a given time and place, and make cogent defense of decisions reached. The emphasis in the program is upon sharpening analytical skills and developing the ability to apply those skills to the management of higher institutions.

In pursuit of the program objectives, it is expected that a student develop a thorough grounding in the major divisions of knowledge relating to higher education as a field of study--issues, history, curriculum, administration, organizational theory, finance, student affairs--and must apply to this knowledge the analytical skills and judgment that lead to effective policy-making and execution. The study deals with the many forms of postsecondary education; the persons directly involved as students, faculty, and administrators in the operations of those institutions; and agencies in the larger society directly concerned with the conduct of the enterprise. The methodologies are drawn from many of the established disciplines, but most often from education, history, psychology, sociology, philosophy, and various subdisciplines of business administration.

At the doctoral level, only the Ph.D. is offered at Denver, and students are expected to complete 90 quarter hours of academic work beyond a Master's degree, including approximately 20 credits devoted to original research leading to a dissertation. Approximately half of the course work must be in a cognate outside of professional education. In addition to a qualifying examination, there is a final written comprehensive examination in both the cognate and higher education. All students admitted to the program must have completed at least a Master's degree, and it is preferred that the applicant have had some teaching/administrative experience in a higher educational institution. Those completing the program usually are employed in policy-making positions in colleges and universities in academic administration, student services, financial administration, institutional research, or teaching in higher education or related fields.

The master's program, inaugurated in 1982, is directed to those who have aspirations to work in various types of staff positions in postsecondary education, including student services, institutional research, adult and continuing education, institutional management and advancement. This program requires the completion of 45 quarter hours of graduate credit beyond the baccalaureate. The work is distributed among the following areas: Foundations, Research, Study of Organizations, a Concentration including a sequence in the Nature of Higher Education work in a Cognate or related studies area and a practicum. A Thesis is optional. Satisfactory completion of a comprehensive examination also is required.

UNIVERSITY OF CONNECTICUT
Institution

HIGHER EDUCATION ADMINISTRATION
Name of Program

Glenn C. Atkyns
Director

Program Coordinator
Title of Director

Box U-93, Dept. of Higher, Technical

& Adult Ed., Storrs, CT 06268
Address

(203) 486-4812
Telephone

| Degrees Offered | | | | |
|---|---|---|---|---|
| Ph.D. | X | M.A. | X | |
| Ed.D. | | M.Ed. | | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 7 | 12 |
| Doctoral | 12 | 47 |
| Faculty | 5 | 7 |

**PROGRAM DESCRIPTION:**

The Ph.D. Program

The Program prepares graduates for leadership positions in two and four-year colleges, universities, state commissions for higher education, and related government or private agencies. Within the program there is emphasis that may be selected in the following areas:

* Academic and General Administration of Higher Education
* Administration of Student Affairs
* College and University Development and Planning
* Administration of Business Affairs in Higher Education

The program requires the equivalent of approximately three years beyond the Master's Degree. This includes approximately 30 semester hours in Higher Education plus appropriate statistics, computer and research courses, and work in supporting areas throughout the University.

Admission to the program calls for an undergraduate grade point average of 3.0, an appropriate master's above 3.5 GPA, scores at the 70th percentile on the Verbal and Quantitative portions of the Graduate Record Examination, and appropriate recommendations. An interview is normally required.

An administrative practicum or internship is usually included in the program. The culminating experience is the writing of the Doctoral Thesis.

There is a one year residence requirement.

The Master's Degree

Most of the students are in the area of Student Affairs Administration. The program consists of 32-36 semester hours depending on previous background and education. Many students serve as part of the residential life staff at this institution or a cooperating college while in the program. In addition, there are two internship experiences in other offices such as Student Aid, Dean of Students, Student Activities, or Admissions. These may be in two- or four-year institutions in the general vicinity.

Programs are individually organized for students interested in other work than student affairs.

THE AMERICAN UNIVERSITY
Institution

COUNSELING AND STUDENT DEVELOPMENT
Name of Program

Dr. Bernard Hodinko
Director

Director, C. & S. D.
Title of Director

School of Education

Washington, DC 20016
Address

(202) 686-2195
Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | X | M.A. | X |
| Ed.D. | X | M.Ed. | X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 10 | 15 |
| Doctoral | 15 | 55 |
| Faculty | 5 | 3 |

PROGRAM DESCRIPTION:

The master's program in Student Development in Higher Education at The American University provides academic preparation for: (1) those seeking entry-level positions in community college or university programs of student personnel services, and (2) those intending to continue their graduate study beyond the master's level. The program of studies stresses the competencies and understandings that are essential to the task of helping to unify the college student's developmental experience. It entails 33 semester hours of course work, blending counseling and higher education content, and successful completion of a comprehensive examination. Because of the flexibility of course scheduling, the entire program can be completed through part-time study in evenings and/or summers. No thesis is required.

The doctoral program in Counseling and Student Development at The American University provides academic preparation for (1) those seeking entry-level positions in community college, college, and university student affairs programs; (2) those currently employed in higher education who wish to improve their counseling and/or administrative skills for advancement in their field; and (3) those seeking positions allied to higher education that require educational counseling and research expertise.

No amount of course work by itself will earn the doctorate, but a minimum of 42 semester hours of graduate credit (beyond the master's degree) is required of all candidates. These hours must be distributed in two categories: course credit and dissertation credit. At least 30 must be in course credit, exclusive of prerequisite courses, and 12 must be in dissertation credit. The student, in consultation with his or her advisor, develops a plan of study which includes courses in counseling, higher education, developmental psychology, adult education, practicum or internship, and courses in one supporting field and a dissertation.

The program is sufficiently flexible to accommodate the particular interests and needs of students with varying educational and experiential backgrounds. Through careful advisement, an effort is made to personalize the learning experience so that each student may plan and pursue a unified program with individualized career objectives. Illustrative areas are psychology, sociology, industrial personnel, educational administration, special education, and international relations.

THE GEORGE WASHINGTON UNIVERSITY
Institution

HIGHER EDUCATION ADMINISTRATION
Name of Program

Jonathan D. Fife
Director Chair, Subcommittee

Associate Professor of Education
Title of Director

One Dupont Circle, Suite 630

Washington, DC 20036
Address

(202) 296-2597
Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | | M.A. | X |
| Ed.D. | X | M.Ed. | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 2 | 8 |
| Doctoral | 5 | 114 |
| Faculty | 4 | 5 |

PROGRAM DESCRIPTION:

The doctoral program in Higher Education Administration at George Washington University is designed to provide an understanding of: (1) the structure, norms, and value of higher education institutions; (2) management theory; and (3) basic career skills. The program is based on the assumption that successful administrators must first understand higher education as a whole. Therefore the program includes a broad foundation in the history, governance, financing, and curriculum of higher education. To develop flexibility to meet changing conditions, management theory courses are required that are taken primarily outside the School of Education, based on student background and career objectives. Finally, careful selection of skill courses that directly relate to the theory courses will integrate management theory and practice. These three areas are brought together in advanced seminars and dcotoral dissertations to create a comprehensive understanding of higher education administration.

Admission to the doctoral program requires (1) a master's degree from an accredited college or university, (2) a 3.3 grade point average in all previous graduate courses or a score of at least the 50th percentile on the Aptitude Test of the Graduate Record Exam or the Miller Analogies Test, and (3) three years of full-time professional work experience. The program is divided into the following sections:

| | Credits | |
|---|---|---|
| Foundation Courses | 21 | |
| Applied Courses | 15 | |
| Elective Supporting Area in Management Theory | 12 | |
| Supporting Concentration in Adult Education | 12 | |
| Research Tools | 9 | |
| Dissertation | 12 | |
| | 81 | Total |

FLORIDA ATLANTIC UNIVERSITY
Institution

HIGHER EDUCATION
Name of Program

Dr. Joseph B. Look
Director

Coordinator, Higher Education Program
Title of Director

College of Education

Boca Raton, FL 33432
Address

(305) 393-3596
Telephone

| Degrees Offered | | | | |
|---|---|---|---|---|
| Ph.D. | | M.A. | | |
| Ed.D. | X | M.Ed. | X | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 10 | 25 |
| Doctoral | 15 | 45 |
| Faculty | 1 | 2 |

PROGRAM DESCRIPTION:

The College of Education at Florida Atlantic University offers a broad spectrum of graduate programs for community college instructors and instructional leaders. These programs were developed in cooperation with faculty and staff of Florida's community college and higher education system. The programs reflect the needs of community college instructors, curriculum development specialists and current national trends in the field of community college education and higher education.

The programs, at the master's and doctoral levels, are flexible and thus may be tailored to meet the needs of instructors who teach:

* part-time or full-time
* occupational programs
* developmental studies
* general education
* other specialized areas

The Doctorate of Curriculum and Instruction and the Master of Education degrees are offered with instructional specializations in: Anthropology, Biology, Business Administration, Chemistry, Computer Systems, Education, Engineering, English, Economics, Environmental Management, French, Geography, German, History, Linguistics, Mathematics, Ocean Engineering, Public Administration, Political Science, Physics, Psychology, Spanish, Sociology, Theatre, Urban Systems. Through the Cooperative Doctoral Programs and the Traveling Scholar Program other instructional specializations are possible.

Doctoral/Specialist Degree Program

The following are the requirements (master's work included) of the doctoral program:

| | | Semester Hours | |
|---|---|---|---|
| 1. | Teaching Field | 30 | |
| 2. | Cognate Area | 16 | |
| 3. | Community College/Higher Education Specialization | 20 | |
| 4. | Research and Statistics | 9 | |
| 5. | Dissertation | 20 | |
| | | 95 | Total |

UNIVERSITY OF FLORIDA
Institution

INSTITUTE OF HIGHER EDUCATION
Name of Program

James L. Wattenbarger
Director

Director and Professor
Title of Director

Norman Hall, Room 229

Gainesville, FL 32611
Address

(904) 392-0745
Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | X | M.A. | X |
| Ed.D. | X | M.Ed. | X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 0 | 0 |
| Doctoral | 35 | 60 |
| Faculty | 3 | 15 |

**PROGRAM DESCRIPTION:**

The focus of the higher education program is upon the development of postsecondary education in the United States and its relationship to the social, economic, and political growth of the nation. These considerations and their implications relate to the preservation and growth of human resources and provide a foundation for programs in higher education. The skills needed by those who will hold leadership positions in institutions and in state and regional agencies are accentuated. The continued improvement in quality and in quantity of available educational opportunity is stressed.

The design of the programs emphasizes both preparation and improvement for faculty members in teaching, counseling, and other student personnel services, administration, and research in all types of postsecondary institutions. For those who will become staff members of coordinating boards or regional agencies, additional emphasis is placed upon the leadership responsibilities.

Students in the College of Education may emphasize higher education in any one of five departments: Administration, Curriculum and Instruction, Counseling, Foundations of Education, and Special Education. However, there is a core of courses common to all departments that will serve to fill the minimum requirements in higher education.

All programs are individually planned to meet the specific needs of the individual. Past experiences, stated needs, and professional goals are basic to the development of the program of studies for each individual.

THE UNIVERSITY OF GEORGIA
Institution

HIGHER EDUCATION
Name of Program

Dr. Cameron Fincher
Director

Director, Institute of Higher Education
Title of Director

300 Candler Hall

Athens, GA 30602
Address

(404) 542-3464
Telephone

| Degrees Offered | | | | |
|---|---|---|---|---|
| Ph.D. | | M.A. | | |
| Ed.D. | X | M.Ed. | | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | | |
| Doctoral | 8 | 15 |
| Faculty | 5 | 1 |

PROGRAM DESCRIPTION:

The doctoral program in Higher Education at the University of Georgia is designed to prepare personnel to assume positions of effective leadership in higher education. The Doctor of Education degree provides necessary learning experiences for those persons who expect to assume top and second-level positions in administration, research, and instruction in two- and four-year colleges and other higher education organizations at national, regional, and state levels. The program is planned to assist advanced students in formulating policies which will relate the college experience to life experiences in the world-wide community; to provide means by which higher education may be studied and analyzed as an institution of our society; to furnish theoretical, philosophical, and pragmatic guidelines for meeting the challenges and changes in higher education both now and in the future; and to help college, university, and other educational organization staff members to update their professional competencies.

Since the pursuit of doctoral work should be a highly individualized endeavor, only a core of work is prescribed for all candidates and the selection of course patterns is extensive. The facilities and services of the Institute of Higher Education are available to students for providing special experiences in research and service activities in this particular field of study.

ILLINOIS STATE UNIVERSITY
Institution

HIGHER EDUCATIONAL ADMINISTRATION
Name of Program

Dr. David W. Leslie, Chairperson
Dept. of Educational Admin. & Foundations
Director

Dr. John R. McCarthy, Program Coordinator
Title of Director

331 DeGarmo Hall

Normal, IL 61761
Address

(309) 438-5422
Telephone

Degrees Offered
Ph.D. X M.A. ____
Ed.D. X M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | ____ | ____ |
| Doctoral | 15 | 50 |
| Faculty | 6 | 6 |

PROGRAM DESCRIPTION:

At Illinois State University, graduate study in the field of higher education is offered by two departments within the College of Education. In the Department of Educational Administration and Foundations, there is a program concentration in Higher Educational Administration leading to the Ed.D. or the Ph.D. In the Department of Curriculum and Instruction, there is a program concentration in Postsecondary Education leading to the Ed.D. degree.

The doctoral program in Educational Administration and Foundations is the oldest and largest doctoral program at Illinois State University. Doctoral students in Higher Educational Administration include men and women from a broad range of administrative, staff, human service, state agency, and teaching backgrounds. Two-year and four-year colleges and universities are represented as well as agencies and organizations. Each year, several foreign students enter the program representing such areas as Southeast Asia, the Middle East, Africa, and Europe.

The program in Higher Educational Administration is designed so graduate students acquire knowledge and skills in a common core of courses in educational administration, research and statistics, and educational foundations. Doctoral students in Higher Educational Administration can select specific advanced areas such as community colleges, finance, law, planning, research, evaluation, and special topics such as student personnel administration. Supporting courses are taken outside the College of Education. Courses in research and statistics are available in several areas within the University including Applied Computer Science.

There are especially strong areas at Illinois State in finance, law, research, and microcomputer applications. Higher education students can elect an additional program concentration in research, evaluation, policy analysis, or educational foundations. Ph.D. students elect a foreign language option or additional research skill area.

Internships and clinical experiences are available within the University including the Center for Educational Finance and the Center for Higher Education, in other colleges and universities, in state agencies and state government. Illinois State is located 70 miles north of the capital in Springfield. Besides state government, there are higher education coordinating and governing board offices in Springfield.

The Educational Administration and Foundations Department has a number of graduate assistantships available each year. Assignments are available in such areas as the Centers supported by the Department, the Office of Community Colleges, one of three scholarly journals sponsored by the Department, with individual faculty, or with major research projects.

LOYOLA UNIVERSITY OF CHICAGO
Institution

HIGHER EDUCATION
Name of Program

Dr. Terry E. Williams
Director

Assistant Professor
Title of Director

School of Education
820 N. Michigan Avenue
Chicago, IL 60611
Address

(312) 670-3044
Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | X | M.A. | X |
| Ed.D. | X | M.Ed. | X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 3 | 25 |
| Doctoral | 4 | 9 |
| Faculty | 2 | 4 |

PROGRAM DESCRIPTION:

Loyola University of Chicago offers both a Ph.D. and Ed.D. in Higher Education. In addition, an M.Ed. and M.A. in College Student Personnel is offered. Although the master's degree program is well established, the doctoral program is relatively new, created in 1982. The doctoral program in Higher Education has a practitioner orientation and is designed to prepare leaders for a variety of institutional settings. The master's program in College Student Personnel is designed to prepare graduates for mid-management positions in student affairs administration.

At Loyola, the study of higher education is treated as an applied professional field rather than as an academic discipline. As a result, academic disciplines such as economics, history, psychology, and sociology are incorporated into the professional core. Although the program overall has an applied orientation, the primary emphasis in the coursework includes both theory and research which provides a foundation for effective administrative action in higher education.

The doctoral program requires a minimum of 72 semester hours of graduate work and a residency period of two consecutive semesters (Fall-Spring). During residency a student must be enrolled full-time. Loyola's program in Higher Education is distinctive in its approach in two areas:

(1) It is interdisciplinary. The professional core of coursework is offered by graduate faculty in four departments of the School of Education (Administration, Curriculum, Foundations of Education, and Counseling Psychology and Higher Education).

(2) It includes an emphasis on human development. The program is committed to preparing leaders who value and understand the importance of the people who comprise institutions of higher education.

Along with these two areas of general distinctiveness, the Higher Education program also provides the opportunity for specialization in such areas as academic administration, student development administration, curriculum, the college student, the two-year college, enrollment management, and church-related higher education. The specialty areas of enrollment management and church-related education are unique to higher education programs.

SOUTHERN ILLINOIS UNIVERSITY - CARBONDALE
Institution

GRADUATE STUDY IN HIGHER EDUCATION
Name of Program

John E. King
Director

Professor, Chair
Title of Director

Department of Higher Education

Carbondale, IL 62901
Address

(618) 536-2387
Telephone

Degrees Offered
Ph.D. X M.A. ____
Ed.D. ____ M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 24 | 70 |
| Doctoral | 25 | 99 |
| Faculty | 8 | 5 |

**PROGRAM DESCRIPTION:**

The Department of Higher Education within the College of Education provides graduate study leading to the Master of Science in Education degree with a major in Higher Education, and provides courses and graduate advisement for students pursuing the Ph.D. degree in Education with a concentration in Higher Education.

Pre-service and in-service professional preparation is provided for certain persons teaching or serving as professional staff or administrators or who expect to serve in two- and four-year colleges and universities and related institutions and agencies.

Courses of the Department are open to graduate students on a cognate basis regardless of their program or classification, and a selected number of courses are open to undergraduate

The Department was formally approved by the Board of Trustees in July, 1959. Dr. George Hand was selected as the first Chairman. Other original members were John Grinnell, Dennis Trueblood, Arthur Lean, and I. Clark Davis.

The first student to complete a doctoral program with an emphasis in Higher Education was Herbert Wohlwend in 1964. A summary of the graduates of the Department for the period 1958-1982 reveals that 422 have graduated with master's degrees, and 188 with doctorates. This brings the total number of graduates of the Department of Higher Education to 610. Of these, more than 80% are known to be serving in institutions and agencies of higher education in the U.S. and throughout the world. The Department of Higher Education is in a unique position of preparing administrators to fill a wide range of positions in the field. These range from positions in small community colleges such as president of Pratt Community College in Kansas to positions in major universities such as Director of Field Studies Development at UCLA. Positions span the country, from Director of Admissions for the School of Medicine at the University of Washington to Director of Financial Planning and Management for the University of Houston System to Director of Counseling at Dade County Community College to Vice-President of Student Affairs at Howard University. The types of positions include those of president, vice-president, dean, and director in a wide range of university functions. Many students have accepted positions of teaching a number of subjects in both two- and four-year institutions. Small liberal arts colleges are represented, such as DePauw University and Bentley College (Mass.), as well as a number of state universities such as Purdue University, the University of Illinois, Pennsylvania State University, and the University of California at San Diego. Several alumni are associated with such agencies as the Office of Management Systems for the State of New Jersey, the national office of the American College Personnel Association, the National Association of Independent Colleges and Universities, the U.S. Department of Education, and the Illinois Board of Higher Education. Just recently, an alumnus was named Director of the National Institute of Education in Washington, D.C.

UNIVERSITY OF CHICAGO
Institution

HIGHER EDUCATION PROGRAM
Name of Program

Harold Wechsler
Director

Associate Professor
Title of Director

Department of Education
5835 S. Kimbark
Chicago, IL 60637
Address

(312) 753-3874
Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | X | M.A. | X |
| Ed.D. | | M.Ed. | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 3 | 2 |
| Doctoral | 7 | 38 |
| Faculty | 2 | 8 |

PROGRAM DESCRIPTION:

At The University of Chicago, the graduate field of higher education is designed to prepare people who wish to make their careers in postsecondary education, including community colleges and specialist schools as well as colleges and universities. The field's central concerns are the evolution of, the contemporary similarities and differences among, and the prospects for the various higher educational institutions in both their social roles and their internal functions and structures. The body of literature in this field has grown rapidly in the last fifteen years and provides a rich base from which study in the field is drawn.

Students are given a broad preparation rather than a narrow occupational one since it has been found that graduates are likely to move into areas of service which they did not contemplate entering during their university study. Some of these positions are as full-time research workers, professors of higher education, administrators of special services or of institutions, and staff members of state and national governments or of foundations. Many holders of degrees have moved successively into several of these fields.

A program of study is individually designed in consultation with a faculty adviser and takes into consideration the student's previous preparation and present interest. Study may be fulfilled through the sequence of courses offered in higher education and/or through personal preparation based on an extensive bibliography of materials in the field. Preparation in the general field of education is, of course, also expected of the student. A number of other departments within the University collaborate and have made studies in the field of higher education; students are encouraged to take courses in these departments. Study beyond the passing of the preliminary examination for those who work for the Ph.D. is largely determined by the student's chosen area of concentration and dissertation topic.

While the emphasis is on the doctoral program (since a doctorate is usually required for senior status in an institution of higher learning), a master's degree and a Certificate of Advanced Study are also available.

BALL STATE UNIVERSITY
Institution
STUDENT PERSONNEL ADMINISTRATION
COGNATE IN HIGHER EDUCATION
Name of Program

Donald W. Jones
Director

Chairman, Secondary & Higher Education
Title of Director

Teachers College

Muncie, IN 47306
Address

(317) 285-6477
Telephone

| Degrees Offered | | | |
|---|---|---|---|
| Ph.D. | | M.A. | X |
| Ed.D. | X | M.Ed. | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 15 | 5 |
| Doctoral | 30 | 30 |
| Faculty | 2 | 4 |

PROGRAM DESCRIPTION:

Ball State University offers three cognate programs related to higher education: Teacher Education in Higher Education, General Higher Education, and Student Personnel Administration in Higher Education.

Teacher Education in Higher Education is planned and structured to meet the needs of candidates whose vocational goals include responsibility for the preparation of teachers. It is particularly relevant to those who will teach methods courses, supervise student teachers, or assume similar assignments in professional teacher education. The cognate concentration is similarly valuable for advanced graduate students interested in teacher evaluation, skill development, and in-service instructional improvement. Such concepts as teaching centers and faculty development projects conducted in public and private schools are related to this cognate.

General Higher Education is planned and structured to meet the needs of candidates whose vocational goals center around a career in institutions of higher education. Several emphases are possible: (1) teaching in higher education, (2) administration in higher education, and (3) general expertise in the field of higher education. The student may select an emphasis in nontraditional postsecondary education or in the development of two-year institutions.

Student Personnel Administration in Higher Education is designed for individuals specifically interested in entering the field of Student Personnel Administration in colleges and universities and in junior and community (two-year) colleges. It is designed to prepare individuals to work in the areas of: Admissions; Curricular Advising; Financial Aids; Housing and Residence Hall Programs; International Student Programs; Placement; Registration and Records; Religious Programs; Research in Student Affairs, Student Activities & Programs; Leadership Positions in Student Affairs.

Students choosing to pursue support fields in the area of higher education are required to complete a basic core of courses in higher education that focus on general problems of higher education, curriculum in higher education, and college and university teaching. Offerings in administration, affirmative action, personnel development, and other areas are available for student selection. In addition to the basic core of courses, students will select with the advice of an individual counselor appropriate courses to total approximately 24 to 36 quarter hours.

In addition to the doctoral level support programs described above, the university offers a Master's degree program of Student Personnel Administration. This 50-hour degree program includes a heavy emphasis on direct experience in a variety of student personnel related assignments. Every effort is made to design programs on an individualized basis so that the interests, backgrounds, and potential of students are matched with the available expertise on the campus.

INDIANA UNIVERSITY
Institution

HIGHER EDUCATION AND STUDENT AFFAIRS
Name of Program

Dr. Philip C. Chamberlain
Director

Chairman and Professor
Title of Director

Education 236

Bloomington, IN 47405
Address

(812) 335-0212
Telephone

| Degrees Offered | | | |
|---|---|---|---|
| Ph.D. | X | M.S. | X |
| Ed.D. | X | M.Ed. | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 60 | |
| Doctoral | 25 | 30 |
| Faculty | 6 | 5 |

**PROGRAM DESCRIPTION:**

The Indiana University program in Higher Education and Student Affairs provides graduate study leading to the Doctor of Education (Ed.D.) or the Doctor of Philosophy (Ph.D.) degrees in Higher Education, and to the Master of Science (M.S.) degree in College Student Affairs Administration.

The program rests on a premise that the proper study of higher education should be multi-disciplinary, relate theory to practice, and provide an experience base for students to integrate knowledge with professional performance. The structure of the program and its outcomes are intended to provide individuals with specialized knowledge and skills for positions of leadership in administration, institutional and agency research, and as professors of higher education. The program is a blend of required courses in the foundations of the subject field--history and philosophy, organizational theory, inquiry, human resource management, law and finance--and student elected courses to complete the knowledge and skill requirements of the career specialization options available.

The Ed.D. program stresses program flexibility and sub-field specialization. The Ph.D. requires the completion of majors in both Higher Education and Inquiry Methodology, and is intended for individuals wishing a strong research orientation regardless of administrative or organizational setting. The Masters degree has for its major focus the administration of student affairs programs.

The higher education program at Indiana University, in addition to being one of the oldest in the country, is widely acclaimed for research and study of student affairs administration. Its graduates have distinguished themselves in a variety of institutional and administrative settings and roles.

IOWA STATE UNIVERSITY
Institution

HIGHER EDUCATION
Name of Program

James L. Ratcliff
Director

Section Leader
Title of Director

N244 Quadrangle

Ames, IA 50011
Address

(515) 294-8182
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. ____ M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 18 | 30 |
| Doctoral | 10 | 34 |
| Faculty | 4 | 5 |

PROGRAM DESCRIPTION:

Thoughtful and productive change within the field of higher education results from effective leadership. The purpose of the Higher Education Section at Iowa State University is to provide leadership development to colleges and universities through research, service, and graduate instruction. In the decade of the 1980s, the Higher Education Section is committed to the dissemination of innovative practices and to the development of the knowledge, concepts, and skills necessary to foster their infusion into the effective postsecondary educational program.

The Higher Education Section provides graduate instruction and leadership development in community college education, student and personnel services, institutional research, postsecondary curriculum, and higher education administration. The Section offers the Master of Science and Doctor of Philosophy degrees, as well as postgraduate professional development and community college certification courses.

Fifteen courses are offered in the Higher Education Section. The Higher Education Section cooperates with the sections of adult education, counselor education, curriculum and instruction, educational administration, history, philosophy and comparative education, and research and evaluation in offering a wide variety of courses toward the completion of graduate degree program requirements with a concentration in the field of higher education.

The Higher Education Section also cooperates closely with the departments of home economic education, industrial education, industrial engineering, and the programs in industrial relations and in technology and social change to provide students with an understanding of postsecondary institutions within the broader context of contemporary society.

UNIVERSITY OF IOWA
Institution

DIVISION OF FOUNDATIONS, POSTSECONDARY AND CONTINUING EDUCATION
Name of Program

William Duffy
Director

Chairperson
Title of Director

N438 Lindquist Center

Iowa City, IA 52242
Address

(319) 353-4846
Telephone

Degrees Offered

Ph.D. X M.A. X
Ed.D. X M.Ed. ____
Ed.S.

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 31 | |
| Doctoral | 42 | |
| Faculty | 6 | 7 |

PROGRAM DESCRIPTION:

Degree Program - M.A. Nonthesis

Minimum total semester hours required 32 s.h.

Purpose of Program: To prepare individuals for entry and middle level administrative, curriculum and instruction, or continuing education positions in two- and four-year colleges. Appropriate for positions such as assistant dean, business manager, development officer, assistant to the president, director, inservice director, and division or program chairperson.

Degree Program - Ed.S.

Minimum total semester hours required 60 s.h.

Purpose of Program: To provide advanced graduate education in the areas of administration, curriculum and instruction, community college administration, and continuing education for students not generally planning to continue for the doctorate. The specialist degree may also be awarded upon completion of a joint program in higher education and an academic field comprising a minimum of 60 semester hours of graduate work or upon completion of a higher education sequence following a master's degree program.

Degree Program - Ph.D.

Minimum total semester hours required 90 s.h.

Purpose of Program: To prepare professional personnel for teaching, research, and administration in higher education. A typical program for the Ph.D. student would consist of a common core of work in History and Philosophy of Higher Education, Organizational Analysis, Higher Education Management, and Law and Higher Education. The student would then specialize in either Administration, Curriculum and Instruction, Community College Administration, or Continuing Education. Much of the work will be in seminars and the development of a strong research background is stressed at all degree levels, but particularly at the Ph.D.

UNIVERSITY OF KANSAS
Institution

EDUCATIONAL POLICY AND ADMINISTRATION
Name of Program

William Holloway
Director

Department Chairman
Title of Director

1 Bailey Hall

Lawrence, KS 66045
Address

(913) 864-4432
Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | X | M.S. | |
| Ed.D. | X | Ed. | X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 3 | 10 |
| Doctoral | 12 | 50 |
| Faculty | 3 | 3 |

PROGRAM DESCRIPTION:

The Higher Education Program Area at the University of Kansas is housed at the Department of Educational Policy and Administration. The academic program in higher education exposes both current and prospective college or university staff members to relevant theoretical and practical knowledge of higher education. Teaching and research within this area focuses on the history and philosophy of higher education, students, administration and governance, and program development for postsecondary institutions. Most graduates move into faculty or administrative positions in community junior colleges or four-year institutions.

The program of study leading to the M.S.Ed. in higher education is designed to meet the needs of the individual student. All masters candidates must complete a minimum of 30 hours of which no fewer than 10 hours must be in the area of concentration. The masters thesis or research may not be included in these 10 hours. Some course work must be completed in two different graduate departments, one of which must be within the School of Education.

Both the Ph.D. and Ed.D. degrees are offered. All doctoral students are required to take the following coursework: one course in statistics or research; one course in human learning or development; one course in history or philosophy of education; and one course in general curriculum. Residency requirements differ for each degree program as do the required research competencies; however, each program requires a minimum of eight hours.

Doctoral students are also required to take cognate area courses and participate in a mandatory experience component designed to meet individual student interests. Finally, within the higher education program area the following core is recommended: administration and governance; policy and politics; curriculum intervention in higher education, the history of higher education; evaluation of programs in higher education; and the college student.

UNIVERSITY OF KENTUCKY
Institution

DEPARTMENT OF HIGHER EDUCATION
Name of Program

C. F. Elton
Director

Professor
Title of Director

Dickey Hall

Lexington, KY 40506
Address

(606) 257-2627
Telephone

| Degrees Offered | | | |
|---|---|---|---|
| Ph.D. | X | M.A. | |
| Ed.D. | X | M.Ed. | X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | | |
| Doctoral | 60 | |
| Faculty | 3 | 3 |

PROGRAM DESCRIPTION:

The Department of Higher Education offers only graduate degrees: the Master of Science in Education, the Doctor of Education, and the Doctor of Philosophy. These programs do not require certification and are open to qualified persons with backgrounds in the various University disciplines who are interested primarily in preparing for a career in college and university administration. Higher Education as a field of study embodies educational content and process relating to students, faculty, and administration in the two-year and four-year college environment.

UNIVERSITY OF MARYLAND - COLLEGE PARK
Institution

DEPT. OF ED. POLICY, PLANNING & ADMIN.
Name of Program

Dr. Monique Clague
Director

Coordinator
Title of Director

College of Education

College Park, MD 20742
Address

(301) 454-5766
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | | |
| Doctoral | | |
| Faculty | 3 | 4 |

PROGRAM DESCRIPTION:

The graduate program in Higher and Adult Education provides opportunities to study the substantive aspects of American postsecondary education. The program is an area of specialization within the Department of Education Policy, Planning, and Administration. Two master's degrees (M.A. and M.Ed.) and two doctoral degrees (Ph.D. and Ed.D.) are available in this specialization. Students may study on either a part-time or full-time basis. Courses are offered in late afternoon and evening.

Students majoring in Higher and Adult Education enter or advance in careers as administrators, researchers, or teachers in colleges and universities or in noncollegiate organizations related to postsecondary or adult education and training.

The program of study includes the following components:

* Core courses that provide a broad scholarly orientation
* Courses in both quantitative and qualitative research methodology
* A cognate or supporting minor area of study
* A practicum/internship in either administration, research, or teaching
* In-depth advanced study of a special area culminating in a doctoral dissertation or master's thesis.

Programs of study for students admitted to this program are individually designed. Emphasis is given to meeting the student's future professional goals through both courses and internship experience.

BOSTON COLLEGE
Institution

PROGRAM IN HIGHER EDUCATION
Name of Program

Michael Anello
Director

Acting Director
Title of Director

Chestnut Hill, MA 02167
Address

(617) 969-0100, ext. 4242
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. X M.Ed.

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 3 | 15 |
| Doctoral | 10 | 95 |
| Faculty | 6 | 1 |

PROGRAM DESCRIPTION:

The Program in Higher Education at Boston College attempts to serve the broad needs of professional workers and graduate students who desire careers in higher education. The program is designed to utilize a wide range of instructional resources at the University in order that the broadest curriculum can be offered to students. The study of complex organizations, curriculum and instruction, budget practices, administrative-faculty-student relationships, state, regional and local planning, systems analysis, management, legal aspects, and decision-making are a few areas of important inquiry.

The program prepares professional administrators and researchers at the master's and doctoral levels in the following areas:

* Administration
* Student Personnel/Student Development
* Community Colleges
* Continuing and Adult Education

A minimum of 54 credit hours is required for the doctoral degree and 36 for the master's degree, selected from more than 20 courses within the field of higher education and from other divisions or departments which fulfill their individual needs and interests. The instructional resources of the University provide an extensive range of advanced offerings from such areas as Counseling, Information Processing, Management, Public Administration, Psychology, and Sociology.

In consultation with a program advisor, students can select courses from the University's 22 departments to fulfill individual needs and interests. The major focus of the program is to develop good administrators with strong preparation in the social and behavioral sciences. The program is flexible so that students can shape their own goals.

NORTHEASTERN UNIVERSITY
Institution

HIGHER EDUCATION ADMINISTRATION
Name of Program

Dr. Albert Kovner
Director

Chairman, Educational Admin. Dept.
Title of Director

College of Human Development Professions
Boston Bouve' Graduate School
Boston, MA 02115
Address

(617) 437-3286
Telephone

| Degrees Offered | | | | |
|---|---|---|---|---|
| Ph.D. | | M.A. | | |
| Ed.D. | X | M.Ed. | | |
| CAGS | X | | | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | | |
| Doctoral | | 22 |
| Faculty | 4 | 2 |

**PROGRAM DESCRIPTION:**

The higher education program at Northeastern University is located in the Graduate School of Boston-Bouve' College of Human Development Professions' Department of Educational Administration. Our program offers a doctoral program (D.Ed.) in the area of Leadership: Administration and Supervision with a specific concentration in Higher Education and a Certificate of Advanced Graduate Study.

The doctoral program provides each student the opportunity to develop an individualized program; however, there are general requirements that apply to all students. All doctoral students must complete the required core courses (Doctoral Seminar in Leadership: Administration and Supervision I, II, and III). In each student's program the major field of study consists of a planned sequence of courses (minimum of 32 quarter hours) in their specific area of concentration. This is complemented by two minor areas of study: (1) a planned sequence of graduate courses (minimum of 12 quarter hours) from offerings available in programs outside Boston-Bouve' College of Human Development Professions; and (2) a planned sequence of graduate courses (minimum of 12 quarter hours) from offerings available within Boston-Bouve' Graduate School. Following coursework the student must take a comprehensive examination and complete a dissertation.

The CAGS program in Higher Education has the following departmental core courses: Current Issues in Administration, Innovation and Change, Process of Administration, and Systems Theory in Education. CAGS students also take specialized courses in their area of concentration as well as electives. A final written comprehensive examination is required.

UNIVERSITY OF MASSACHUSETTS
Institution

CENTER FOR HIGHER EDUCATION
Name of Program

Bill Lauroesch
Director

Center Director
Title of Director

School of Education

Amherst, MA 01003
Address

(413) 545-2155
Telephone

| Degrees Offered | | |
|---|---|---|
| Ph.D. | | M.A. |
| Ed.D. | X | M.Ed. X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | | |
| Doctoral | | |
| Faculty | 4 | |

PROGRAM DESCRIPTION:

Adult and Higher Education seeks to prepare postsecondary educators to become critical and creative activists and to support educational change that attempts to bring about a more just society. The goal of instruction of this concentration is to assist students in developing an ability to analyze the historical influences on and future directions of postsecondary education; a sensitivity to the implications of the technology of post-secondary education; a capacity to employ models of management, curriculum, and research; a commitment to a philosophy of education that addresses important social problems through postsecondary education; and an effectiveness in the use of interpersonal/communications skills.

With these goals in mind, academic offerings strive toward two objectives: to stimulate awareness and understanding of the relationship of postsecondary education and society, and to contribute to the development of professional competencies in the student's elected area of specialization. The core curriculum addresses three general areas: history and philosophy of post-secondary education; the interaction of social, political, and economic forces of our society and the institution of postsecondary education; and public policy analysis.

MICHIGAN STATE UNIVERSITY
Institution

COLLEGE AND UNIVERSITY ADMINISTRATION
Name of Program

Eldon R. Nonnamaker, Professor
Director

Coordinator
Title of Director

429 Erickson Hall

East Lansing, MI 48824
Address

(517) 353-8768
Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | X | M.A. | X |
| Ed.D. | X | M.Ed. | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 65 | 15 |
| Doctoral | 76 | 125 |
| Faculty | 4 | 5 |

PROGRAM DESCRIPTION:

Michigan State University offers programs leading to both master's and doctor's degrees with an emphasis in either higher education administration or student affairs administration.

To earn the master's degree in either program emphasis the student must satisfactorily complete a minimum of 60 quarter credits. The higher education administration program consists of a required core of 38 credits in foundations of education, evaluation and research, administrative theory and practice, and field experience. In addition, 10 credits of electives are taken in a field of specialized interest and 12 credits in a related area.

The master's program in student affairs administration consists of a required core of 43 credits, of which 6 are in foundations of education, 7 in evaluation and research, 6 in administration, and 6 in laboratory and field experience. In addition, as part of the required core, the student must complete 18 credits in the specialized field of student affairs. Of the remaining 17 credits, 12 are taken in a related field and 5 are taken as electives.

The doctor's degree is offered in both higher education administration and student affairs administration. While there is no required core in higher education administration, the program generally consists of approximately 60 quarter credits of course work beyond the master's degree and an additional 36 credits for the dissertation. Typically the student will take several courses in foundations, 12-15 credits in research competency courses, and 12-15 credits in a related field. The remainder of the courses are taken in areas of the student's specialized interest. Students in student affairs administration are required to take a core of 15 credits in student affairs, of which 6 credits are in field experience. Except for this core, the remainder of the student affairs program is much the same as the program in administration and generally amounts to about 60 credits beyond the master's degree and 36 credits for the dissertation.

The master's program in both areas are considerably more structured and are designed primarily to prepare students for entry level positions. The doctoral programs in both areas are much more flexible and with the exception that all doctoral students are expected to demonstrate competency in basic broad areas of higher education, each student, in conjunction with the advice and approval of his/her guidance committee, may design a program best suited to his/her career goals and objectives.

Over the years one of the major strengths of these graduate programs at Michigan State University is the balanced approach to an educational experience which combines both theory and practical experience.

UNIVERSITY OF MICHIGAN
Institution

CENTER FOR THE STUDY OF HIGHER EDUCATION
Name of Program

Marvin Peterson
Director

Director
Title of Director

2007 School of Education Building

Ann Arbor, MI 48109
Address

(313) 764-9472
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. ____ M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 10 | 9 |
| Doctoral | 35 | 71 |
| Faculty | 8 | 3 |

PROGRAM DESCRIPTION:

Since its formal establishment in 1957, the Center has pursued two central purposes or themes: the preparation of persons capable of providing effective administrative and scholarly leadership for higher educational institutions and related agencies, and increasing our understanding of the interrelated societal, organizational, and individual dimensions of this set of complex human service organizations.

This first theme is reflected in academic programs leading to the Ph.D. and M.A. degrees, an individualized postdoctoral program and a varied set of in-service activities for professional administrators. More than 50 Ph.D. and 150 M.A. students and 150 former postdoctoral scholars now hold positions in all types of postsecondary institutions, in governmental and regional planning and coordinating agencies, in professional associations, and in research or academic units concerned with higher education. It is further enhanced by in-service seminars, institutes, and other short-term training activities. The second theme is exemplified by a continuous flow of faculty research and publication activity, doctoral student dissertations, and a Center Publications Series.

In all of these activities, there is an overriding concern for integrating relevant theoretical and conceptual ideas from diverse fields with practical knowledge about higher education as a compelx human organization. In dealing with current and prospective administrators, the focus on leadership suggests a continued emphasis on combining understanding with effective action; on integrating individual, organizational, and external dynamics; on developing an awareness of one's own role and abilities; on interpreting current or emergent issues; and on institutional development--the appropriate balance of organizational planning, innovation, management, assessment and individualized opportunities for staff development.

The Ph.D. program requires a minimum of 60 semester hours of graduate work. Typically this includes 20 hours in higher education, 20 hours of non-education work, 6-8 hours of general education work, and 12-15 hours of statistics and research methods. A preliminary examination and research dissertation are also required. Most students are encouraged to include internships in research or administration as part of their program and to become involved in professional association presentations or publication during their programs. Students are offered opportunities to specialize in academic administration; business and financial affairs; planning, management, and analysis; public policy and governmental affirs; community colleges; or urban higher education. The strong interdisciplinary emphasis of the cognate requirement may be satisfied if no student has a related master's degree or other graduate work outside of education.

WESTERN MICHIGAN UNIVERSITY
Institution

EDUCATIONAL LEADERSHIP
Name of Program

Dr. Tom Ryan
Director

Department Chairperson
Title of Director

Sangren Hall

Kalamazoo, MI 49008
Address

(616) 383-1997
Telephone

Degrees Offered
Ph.D. _____ M.A. _____
Ed.D. X M.Ed. _____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 10 | _____ |
| Doctoral | 2 | _____ |
| Faculty | _____ | _____ |

**PROGRAM DESCRIPTION:**

The College of Education offers, through the Department of Educational Leadership and with the cooperation of numerous other departments, a doctorate in Educational Leadership which has some unique features. This Doctor of Education degree is designed to prepare persons of personal and professional stature who are knowledgeable and competent to exercise leadership. A variety of educational experiences are arranged to educate qualified students in the technical, conceptual, and human skills required of all educational leaders and administrators, without regard for their particular assignments. In this program, educational leadership is conceived as a cognitive professional activity which demands an appropriate knowledge of the leadership process in various organizations and agencies of our society, and a high degree of competence in human relations.

The doctoral program is an integrated program of courses, seminars, internship experiences, and dissertation production designed to meet the developing needs and goals of each student. An individualized multidisciplinary program will be developed for each student constituted from departmental and other offerings in these focal areas: Administration, Human Relations, Concept Formation, Research, Independent Study (internships), and Electives. At least 15 semester hours of the minimum 90 must be outside the College of Education.

UNIVERSITY OF MINNESOTA
Institution

HIGHER EDUCATION
Name of Program

Theodore E. Kellogg
Director

Coordinator/Director of Grad. Studies
Title of Director

178 Pillsbury Drive SE
105 Burton Hall
Minneapolis, MN 55455
Address

(612) 373-1959
Telephone

Degrees Offered
Ph.D. y M.A. x
Ed.D. ____ M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 1 | 3 |
| Doctoral | 6 | 9 |
| Faculty | 1 (program) | 9 (all full-time U of M) |

PROGRAM DESCRIPTION:

Curriculum. Fields of concentration with theoretical and applied emphasis are available in organizational studies (financing, planning, evaluating, developing, and administering higher educational organizations) and behavioral studies (adult learning and cognition, student development, value education, human decision making, design of learning environments in higher educational settings). Master's program emphases are typically designed around post-secondary professional specialties (e.g., the health sciences and student personnel work).

Master's Degree Requirement. There is considerable flexibility in designing programs to meet individual circumstances. A typical Plan B program includes 10 to 12 core credits, 10 to 12 credits in an area of concentration, 8 to 10 credits in a related field, 7 to 9 credits in an independent research activity, and 9 to 12 credits in electives in the categories above or in an optional internship or practicum. The final examination for the Plan B program is a written core examination and a research paper.

Doctoral Degree Requirements. Students typically take 19 core credits, 18 to 21 methodology credits, 27 to 32 credits in a concentration focus, 6 to 9 credits related to thesis development, and 21 to 28 credits in a minor or supporting area. There is considerable flexibility in designing programs to meet individual circumstances.

UNIVERSITY OF MISSISSIPPI
Institution

Name of Program

Robert B. Ellis
Director

Senior Professor
Title of Director

School of Education

University, MS 38677
Address

(601) 232-7117
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. ____ M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 1 | 2 |
| Doctoral | 3 | 73 |
| Faculty | 3 | 2 |

PROGRAM DESCRIPTION:

The Division of Higher Education and Student Personnel at the University of Mississippi sponsors the Ph.D. program in higher education for students who are employed as teachers, administrators, and student personnel workers or who seek to be employed as such in colleges and universities. Its overriding goal is to provide a significant source of educational leadership for institutions of higher education and related agencies, particularly in the Mid-South region. To do this, the programs are structured and delivered to accommodate part-time students who are currently employed in higher education as well as those on campus who pursue degrees on a full-time basis. Courses are offered during the week on the main campus and they are also made available on the weekends on a semi-monthly basis at both the Oxford and Jackson canpuses.

Rigid admission requirements, a course contract prepared immediately after admission, a basic curriculum taught by experienced professionals, required tool courses for research, and a dissertation seminar all undergirded by close student-faculty working relationships provide a rigorous program with a relatively high completion rate.

SAINT LOUIS UNIVERSITY
Institution

HIGHER EDUCATION ADMINISTRATION
Name of Program

Dr. Gerard A. Fowler
Director

Program Director
Title of Director

Education Department
221 North Grand Blvd.
St. Louis, MO 63103
Address

Telephone

| Degrees Offered | | |
|---|---|---|
| Ph.D. X | M.A. X | |
| Ed.D. X | M.Ed. | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | | 3 |
| Doctoral | 3 | 27 |
| Faculty | 2 | 4 |

PROGRAM DESCRIPTION:

Ph.D. in Higher Education

Students in the Doctoral Program in Higher Education may select one of three areas of emphasis compatible with their career needs. Basic courses of study within all higher education doctoral programs include the following:

1. Foundations of higher education
2. Curriculum in college teaching
3. Research and evaluation in higher education
4. Current issues in American higher education
5. Organization and administration in higher education
6. Financial aspects of higher education
7. Legal aspects of higher education
8. Internships in the administration of higher education.

In addition to these basic areas of study included in all doctoral programs, students pursue in depth those areas appropriate to their choice of emphasis.

M.A. in Student Personnel Administration

The program is designed to acquaint the student with as many aspects of student personnel administration as possible. It is flexible enough to allow students with their advisor to plan programs in line with their particular career goals.

UNIVERSITY OF MISSOURI - KANSAS CITY
Institution

HIGHER EDUCATIONAL ADMINISTRATION
Name of Program

Wheadon Bloch
Director

Professor of Education
Title of Director

School of Education

Kansas City, MO 64110
Address

(816) 276-2716
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. ___ M.Ed. ___
Ed.S. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 1 | 9 |
| Doctoral | 5 | 25 |
| Faculty | 3 | 6 |

PROGRAM DESCRIPTION:

The Master of Arts in Education

The overall goal of the Master's program in Educational Administration at UMKC is to increase the conceptual and administrative behavioral skills and capabilities of candidates having little or no administrative experience. Each program of study is planned in harmony with student's personal and professional goals.

The program of 33-36 credit hours includes 15-18 hours in the major area, 15-18 in supporting areas, including general education, behavioral sciences, humanities or administration, and 3 hours in the basic principles of research.

The Education Specialist Degree

The goal of the Ed.S. program is to prepare candidates for effective performance in educational administration. Programs are designed to provide professional preparation for selected positions in higher education administration.

The Ed.S. degree is a 60 credit hour program including a minimum of 27 hours in a major, a maximum of 27 hours in supporting area courses, including general education or foundations, the behavioral sciences or other disciplines related to the specialization, and 6 hours in educational research.

One of the genuine strengths of the program is the emphasis on the application of theory to practice. Administrative internships are encouraged and a required practicum experience provides candidates with opportunities to become directly involved in administrative processes.

The Ph.D. Degree

The purpose of the Ph.D. program in Educational Administration is to prepare candidates to assume top level positions of educational leadership. This program is established in accord with the requirements of the School of Education and the School of Graduate Studies. Included in the program are the following elements: Content of the Specialty - 33 hours minimum, minor area - 18 hours, foundations of education - 12 hours, behavioral sciences - 12 hours (often included in the minor area), research - proficiency in one of the following - experimental design and statistics, survey research, program evaluation and measurement techniques, or educational theory and research.

MONTANA STATE UNIVERSITY
Institution

ADULT AND HIGHER EDUCATION
Name of Program

Dianne S. Peters, Ph.D.
Director

Coordinator
Title of Director

213 Reid Hall

Bozeman, MT 59717
Address

(406) 994-4933
Telephone

**Degrees Offered**

| | | | |
|---|---|---|---|
| Ph.D. | | M.A. | |
| Ed.D. | X | M.Ed. | X |

| | Full Time | Part Time |
|---|---|---|
| **Students** | | |
| Masters | 4-8 | 4-8 |
| Doctoral | 6-12 | 6-12 |
| **Faculty** | 2 | 10 |

**PROGRAM DESCRIPTION:**

The Adult and Higher Education program at Montana State University offers the M.Ed. and Ed.D. in Higher Education and in Adult/Community Education. Although there are required core courses for both degrees, further specialization within fields are matters of advisement between the individual student and his/her faculty advisory committee composed of five members from within the College plus one "graduate representative" from outside the College (doctoral level).

The Higher Education program prepares individuals for careers in college administration, teaching, student services with some emphasis on the two-year college. All students are required to complete an on- or off-campus internship. Thus far, the program enjoys a 100% placement rate.

All students meet basic objectives in developing skills and knowledge in historical, philosophical, and social foundations; administration, governance, finance, and decision making; legal issues; teaching specialization areas; instructional strategies for diverse learning styles in multicultural situations; and evaluation of program and institutional services especially in higher education systems.

43

THE UNIVERSITY OF NEBRASKA - LINCOLN
Institution

POSTSECONDARY EDUCATION STUDIES
Name of Program

John Creswell & Tom Henry
Director

Associate Professors
Title of Director

Teachers College, Room 202

Lincoln, NE 68583
Address

(402) 472-3726
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 3 | 6 |
| Doctoral | 4 | 54 |
| Faculty | 4 | 7 |

PROGRAM DESCRIPTION:

The postsecondary education area of emphasis is designed to prepare graduates for careers in college, university, and community/junior college teaching, administration, student personnel services, research, vocational-technical education, planning, and management.

Administration, Curriculum and Instruction (ACI) is one of three interdisciplinary doctoral fields of specialization in education at the University of Nebraska-Lincoln. Postsecondary education is one of five areas of emphasis within the field of Administration, Curriculum and Instruction.

Each ACI doctoral program with emphasis in postsecondary education is designed to meet the goals and objectives of the individual student as approved by his/her committee. Doctoral programs include courses and practicum experiences from a wide variety of disciplines. Courses are offered in the categories of social foundations, college student development, administration and governance, and curriculum and instruction, among others.

Faculty of the postsecondary education area of emphasis are associated with many academic disciplines within Teachers College and the University.

NEW YORK UNIVERSITY
Institution

PROGRAM IN HIGHER EDUCATION
Name of Program

James I. Bess
Director

Program Director
Title of Director

East Building, Suite 300
Washington Square
New York, NY 10003
Address

(212) 598-2788
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. X M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 1 | 22 |
| Doctoral | 7 | 137 |
| Faculty | 2 | 2 |

PROGRAM DESCRIPTION:

The Program in Higher Education offers a curriculum leading to the Doctor of Philosophy (Ph.D.) or the Doctor of Education (Ed.D.) degrees in higher education administration, and to the Master of Arts degree in higher education student personnel administration.

The Program in Higher Education sets as its primary mission the development of knowledgeable and skilled leaders for positions of responsibility throughout higher education as administrators, research specialists, and professors of higher education. Its main emphasis is on the education and training of administrators. Individuals are prepared generally for positions in institutions of higher education rather than for a specific area of specialization (e.g., institutional research, student personnel, financial management, etc.) or a type of institution (e.g., two-year college, university).

The curriculum is based on the premise that "higher education" is not a discipline; it is a field of study drawing much of its content from such disciplines as economics, history, philosophy, political science, psychology, and sociology and the other fields of administration. As a consequence students enroll in course sequences which permit them to understand the philosophic and cultural backgrounds of colleges and universities in modern history, to comprehend and apply the theories of organization and administration which are appropriate to them (particularly as rigorous research has shown those theories to be useful). The applied aspects of the program aim at developing skills of interpersonal, group, and institutional leadership. Finally, students are urged and helped to adopt for themselves a personal stance and educational purposefulness which will enable them to lead their institutions effectively and in accordance with humane social values. Thus, the Program sets as a twin goal the development of leaders who can and will continue to explore the meanings and values of American higher education in our society and who can apply their skills and talents in imaginative and creative ways to the administration of their institutions.

STATE UNIVERSITY OF NEW YORK/BUFFALO
Institution

HIGHER EDUCATION PROGRAM
Name of Program

A. Westley Rowland
Director

Coordinator, Higher Education Area
Title of Director

Dept. of Ed. Organization, Admin, & Policy
468 Baldy Hall
Buffalo, NY 14260
Address

(716) 636-3167
Telephone

Degrees Offered
Ph.D. X M.A. ____
Ed.D. ____ M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | ____ | ____ |
| Doctoral | 15 | 50 |
| Faculty | 5 | 5 |

PROGRAM DESCRIPTION:

The program in Higher Education at the State University of New York at Buffalo offers to persons serving or intending to serve as administrators, staff officers, or scholars an opportunity to study the nature of higher education in the United States and abroad from a multi-disciplinary basis. The program allows a maximum of flexibility for students to pursue their professional interests and prepare for their professional careers within a general framework which assures a sound, scholarly grasp of the field of higher education in general. To this end, students first satisfy breadth requirements in Cycle One by examining several foundation or core areas (history, organization and governance, higher education and society, the learning environment, the philosophy of higher education, the economics of higher education, comparative education), in order to gain a general understanding of the nature of higher education, its institutions, and the major issues of professional concern.

Following the completion of this study, which is attested to through candidacy examinations, the student is advanced to candidacy. Students then enter Cycle Two which is advanced specialization. Here a program of advanced studies is arranged which is designed in terms of future career interests and the planning and completion of the dissertation.

Cycle Three, the Dissertation, is the culminating experience of doctoral study. It comes at the time the individual brings to bear on a subject of special interest his or her knowledge and analytical and explanatory skills. The dissertation exhibits to the faculty of the Department and to others the student's professional and scholarly competence.

A year of residence constitutes a required part of the graduate experience. This requirement can be met in a variety of ways, and the program is structured to make possible alternatives to the standard way that the residence requirement can be met.

The higher education area has a joint program with the School of Information and Library Studies which offers an advanced specialization in the study of administrative research and curricular issues related to academic libraries and schools of library science.

TEACHERS COLLEGE, COLUMBIA UNIVERSITY
Institution

HIGHER AND ADULT EDUCATION
Name of Program

Richard Anderson
Director

Chairman of the Department
Title of Director

Box 101

New York, NY 10027
Address

(212) 678-3750
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 15 | 55 |
| Doctoral | 40 | 117 |
| Faculty | 8 | 10 |

PROGRAM DESCRIPTION:

The Department of Higher and Adult Education at Teachers College, founded in 1965, is dedicated to the mission of helping to provide exceptional leaders to colleges and universities, both in the United States and abroad. The department is committed to a philosophy of education which builds constructively on contemporary theories developed in research and practice as they are imaginatively applied to educational problems. The program is thus a blend of offerings in theoretical foundations of educational thought and of training in practical application of those theories.

The department offers the degrees of Master of Arts (M.A.), Master of Education (Ed.M.), and Doctor of Education (Ed.D.) in the fields of higher and adult education. All programs can be completed on a full- or part-time basis. The department also offers a joint program with the Graduate School of Business of Columbia University leading to the MBA and either the M.A. or Ed.D. in higher education.

Specializations offered in the doctoral program include:

* Adult Education Administration
* Adult Education Research
* College and University Finance
* The Community College
* Student Personnel Administration
* Organization and Administration
* College and University Management
* Institutional Research
* Religious Education

A wide variety of courses, more than 45, are regularly offered by the department. In addition, students generally enroll in courses offered by other departments in areas such as management science, organization psychology, education law, research design and methodology, and courses in philosophy and the social sciences which consider educational issues from the perspective of academic disciplines.

OHIO STATE UNIVERSITY
Institution

STUDENT PERSONNEL WORK IN HIGHER EDUCATION
Name of Program

Robert J. Silverman
Director

Professor
Title of Director

301 Ramseyer Hall
29 W. Woodruff Avenue
Columbus, OH 43210
Address

(614) 422-7700
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. ____ M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 60 | |
| Doctoral | 25 | |
| Faculty | 3 | 6 |

PROGRAM DESCRIPTION:

Our program is intervention oriented. We use what we believe to be an appropriate knowledge base in the social and behavioral sciences to inform our actions as student personnel work professions. The literature in the psychology of individual development and the sociology of organizations are two substantive domains that we employ to provide both a rich understanding of our work and also more grounded involvements in our practice. We believe that informed practice demands the development of translation abilitities--from practice to knowledge and then back to practice. And last, we believe our work should be directed to higher education broadly--to the indiviudals, groups, and organizations that compose the system.

We educate our students to practice student development with undergraduate and graduate students. We also believe that understanding faculty behavior and developing skills for this constituency regarding improved instruction can have a marked impact on students and their development. Further, the development of research and evaluation skills can enhance the effectiveness of the learning environment.

In addition to the emphasis outlined so far, we also want each individual student's interests and goals to be expressed in his/her program. We assist students in the development programs which allow for both focus and flexibility.

For Master's students there are 60 quarter hours required for graduation. We specify 40 hours of courses which have to be taken. It is our experience that most Moster's students should spend two years with us and these students usually take more than 70 quarter hours of course work prior to graduation. For Ph.D. students we expect their first year to be heavily involved in our core courses. It is common for first year doctoral students to take work in human and organizational behavior and development for about two-thirds of their academic load, with one-third taken in electives. During the second year, the reverse is true, and the students also during this time develop a dissertation proposal, using foundation material from both our program and the electives in various disciplines. Doctoral programs are heavily individualized.

Thus our program emphasizes both human and organizational development and is multidisciplinary in nature. The total resources of the university are available to students planning their programs and careers.

THE UNIVERSITY OF TOLEDO
Institution

GRADUATE STUDY IN HIGHER EDUCATION
Name of Program

Dr. John Y. Reid
Director
Dir., Center for the Study of Higher Ed.
Chmn., Dept. of Higher Education
Title of Director

College of Education & Allied Professions

Toledo, OH 43606
Address

(419) 537-4112
Telephone

Degrees Offered
Ph.D. X M.A. ____
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 5 | 10 |
| Doctoral | 35 | 25 |
| Faculty | 10 | 2 |

PROGRAM DESCRIPTION:

The higher education program at The University of Toledo provides opportunities for advanced study of postsecondary education for persons interested either in pursuing a degree or in studying specific areas and issues of interest. Foundation coursework in the history and philosophy of higher education; administration; curriculum; and financial, human, and management resources is available. The study of issues of increasing interest to the current or future college administrator or faculty member is also available through coursework pertaining to the community college, collective bargaining, legal issues, management information systems, lifelong learning and adult continuing education, professional development, and program evaluation. Structured coursework can be supplemented with independent study to meet the individual needs of students.

Traditionally, the higher education program has attracted both the currently employed college administrator and faculty member, as well as persons employed in educational programs in business and industry, allied health fields, and governmental work. Students pursuing a degree on a full-time basis frequently have had experience in postsecondary institutions or in other types of educational programs.

The higher education program at The University of Toledo offers the M.Ed., Ed.D., and Ph.D. degrees. Minors in higher education are appropriate for students in a wide variety of related areas. Students from other programs often take particular courses that fit their individual needs.

A typical program for an M.Ed. candidate includes seven or eight higher education courses, including work in the history and philosophy of the fields, administration, curriculum, and resources. The student selects courses which provide breadth and depth for a program suitable to his or her individual interests. In addition to specific higher education courses, candidates for the M.Ed. also complete one course in each of these areas: cultural foundations, research foundations, and psychological foundations. Following coursework, a Master's thesis or project completes the 48 quarter hour degree requirement.

Both the Ed.D. and Ph.D. programs require a minimum of 90 quarter hours beyond the Master's degree, or 135 hours beyond the baccalaureate. The 90 hours include 75 hours of coursework and 15 hours for the dissertation. The minimum 75 quarter hours of coursework involves study in major and minor areas of concentration. The higher education major does not require that specific courses be taken. Rather, there is a wide selection from which the student chooses in developing his or her program based on individual interests and needs.

UNIVERSITY OF OKLAHOMA
Institution

GRADUATE STUDY IN HIGHER EDUCATION
Name of Program

Herbert R. Hengst
Director

Professor and Director
Title of Director

Center for Studies in Higher Education
630 Parrington Oval, Room 558
Norman, OK 73019
Address

(405) 325-2633
Telephone

Degrees Offered
Ph.D._____ M.A._____
Ed.D._____ M.Ed._____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | _____ | _____ |
| Doctoral | _____ | _____ |
| Faculty | _____ | _____ |

PROGRAM DESCRIPTION:

Programs of the Center for Studies in Higher Education at the University of Oklahoma are directed and energized by the following objectives:

1. To organize and conduct programs of advanced graduate instruction of research, and of service that enable the participants to have an impact on American society through its colleges and universities.
2. To prepare men and women for specific administrative positions in the colleges of the state and the region.
3. To offer cognate studies in the college professoriate for prospective faculty in other disciplines and professional departments.
4. To serve as an information source for administrators and faculty colleagues on this campus.

Degree specializations available to eligible candidates include:

1. Administration and Governance
2. Departmental Management
3. Student Personnel Administration
4. Community College (Management Emphasis)
5. History and Philosophy of Higher Education

It should be noted that several sub-specialties exist within the above set. Further, each doctoral study becomes unique through the goals of the individual candidate as mediated by the faculty. Because most of our students are employed during the time of their study it is customary for programs to require 4 to 6 years for completion. We find that the direct involvement of the advanced graduate student at the operational level increases the value of both employment and study. Each program is designed to confront the student with the historical and contemporary contexts of the University and to enhance their problem definition competence.

The entire graduate faculty of the University is a readily available resource, and individuals from other (non-Education) academic units regularly serve on dissertation committees. The "resident faculty" includes five people, two full-time and three part-time. This group represents the following special interests: academic governance, historical foundations, philosophical foundations, the law of higher education, student personnel administration, community college development and operation, information systems, and policy development.

UNIVERSITY OF OREGON
Institution

HIGHER EDUCATION PROGRAM
Name of Program

Dr. Robert Mattson, Assoc. Dean DEPM
Dr. Gerald Begen, Prof. of Higher Education
Director

Title of Director

Division of Ed. Policy and Management
College of Education
Eugene, OR 97403
Address

Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | X | M.A.S. | X |
| Ed.D. | X | M.Ed. | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 2 | 2 |
| Doctoral | 23 | 22 |
| Faculty | 13 | |

(Few full-time in higher education courses per se.)

PROGRAM DESCRIPTION:

The higher education program at the University of Oregon is found within the Division of Educational Policy and Management of the College of Education. Students have the opportunity to pursue the M.S., Ed.D., and Ph.D.

The Division of Educational Policy and Management is a multi-disciplinary faculty who teach and do research on a wide range of issues in educational policy and management. Our faculty comes from such disciplines as law, sociology, finance, mathematics, political science, and economics. There are presently 44 faculty and associates, most of whom will be involved with higher education students.

At the present time 13 different faculty within DEPM teach courses which are taken by higher education students. Our students, of course, frequently take courses outside the Division and the College.

Approximately 50 students are actively pursuing graduate degrees in higher education, with the largest single group working toward the Ph.D.

The curricular emphasis is interdisciplinary, with relatively few required courses in "higher eduction" per se. At the present time all doctoral students that desire graduate assistantships receive them.

A unique feature of the higher education program is that senior members of the University administration are members of the faculty. In addition to teaching occasional courses, these persons advise students and provide supervised internships.

THE PENNSYLVANIA STATE UNIVERSITY
**Institution**

HIGHER EDUCATION PROGRAM
**Name of Program**

Robert E. Sweitzer
~~Director~~ Professor in Charge

Professor of Education
**Title of Director**

328 Pond Laboratory

University Park, PA 16802
**Address**

(814) 863-2690
**Telephone**

**Degrees Offered**
Ph.D. X M.A. ____
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| **Students** | | |
| **Masters** | 3 | 6 |
| **Doctoral** | 24 | 62 |
| **Faculty** | 2 | 9 |

As of Winter Term 1982-83

**PROGRAM DESCRIPTION:**

The graduate program in Higher Education at The Pennsylvania State University has as its prime goal the preparation of highly capable individuals who will be characterized by initiative and the ability to anticipate, identify, analyze, and cope with the crucial problems in the area of higher/postsecondary education. Such persons usually pursue careers as administrators, researchers, faculty members, of staff officers in institutions such as colleges and universities, or in one of the variety of public and private agencies and associations in the United States and in other countries. With emphasis upon the systematic study of postsecondary level education, the program builds on the knowledge available in the scholarly and scientific disciplines and professional fields of study. It adapts and applies this information, understanding, and methodology to the professional functions and responsibilities its graduates will probably assume and to the problems and conditions they are likely to encounter.

The Higher Education student's program of study--M.Ed., D.Ed., or Ph.D.--is not prescribed; its specific design and content are the joint responsibility of the student and his major adviser and minor or discipline field adviser. Although knowledge in several broad areas of study is required of all students, flexibility is considered a valuable asset in the establishment of a stimulating, imaginative, and scholarly program suited both to the particular background, interests, and requirements of the individual student and to the demand of the profession and the scholarly study of higher education. This flexibility rests on the opportunity at The Pennsylvania State University to choose from among the total resources of the University and from the most appropriate alternatives that are provided by Higher Education faculty whose established interests encompass a substantial range of scholarly specialization.

All doctoral level majors are expected to be familiar with the concepts and issues in five broad areas of study: (a) History and Philosophy of Higher Education; (b) Organization and Administration in Higher Education; (c) Higher Education Curriculum and Instruction; (d) Higher Education Students and Clientele; and (e) Research Methodologies in Higher Education. Each student is expected to develop special conceptual, methodological, and technological competencies in one of three broad areas of study: (1) Academic Programs and Evaluation; (2) Organization and Administration; and/or (3) Perspectives of Higher Education Policy and Practice.

TEMPLE UNIVERSITY
Institution

ADMINISTRATION OF HIGHER EDUCATION
Name of Program

Donald L. Walters
Director

Chairperson
Title of Director

Department of Educational Administration

Philadelphia, PA 19122
Address

(215) 787-8061
Telephone

| Degrees Offered | | | |
|---|---|---|---|
| Ph.D. | | M.A. | |
| Ed.D. | X | M.Ed. | |
| | | Ed.S. | X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | | |
| Doctoral | 6 | 19 |
| Faculty | | 4 |

PROGRAM DESCRIPTION:

Temple University offers a concentration in the administration of higher education within the major field of educational administration. This course of study leads to the Educational Specialist degree or to the Doctor of Education degree. The major encompasses study in general administrative theory and research, the administration of instructional programs, the administration of funds and facilities, personnel administration, and community relations. The study is expected to complete an appropriate field-based experience and, for the doctorate, to present and defend an acceptable dissertation. For a concentration in the administration of higher education, the study should select course options focusing on higher education and should select a dissertation topic on some aspect of higher education.

Study in the major field must be complemented with appropriate study in related disciplines and educational understandings. The latter area includes research methods, statistics curriculum, educational psychology, and foundations of education. Each doctoral student is also expected to complete a residency period at some point in the program, and the student must pass the major field examination to be admitted to candidacy.

UNIVERSITY OF PENNSYLVANIA
Institution

HIGHER EDUCATION
Name of Program

David S. Webster
Director

Assistant Professor of Education
Title of Director

Graduate School of Education/C1
3700 Walnut Street
Philadelphia, PA 19104
Address

(213) 898-7377
Telephone

Degrees Offered
Ph.D. X M.A. ____
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 0 | 10 |
| Doctoral | 0 | 51 |
| Faculty | 1 | 2 |

PROGRAM DESCRIPTION:

Most students in the University of Pennsylvania's Higher Education program aspire to be college and university administrators. Smallers numbers wish to become professors, policy analysts, and full-time researchers. Students receive a general background in American higher education, rather than being prepared for a specific type of job or to work in a particular type of institution.

Three degrees are offered, the M.S. in Ed., the Ed.D., and the Ph.D. Students working towards the M.S. take 10 courses, as follows: Introduction to American Higher Education; Governance and Administration in Higher Education; eight elective courses (four of them normally higher education courses, the other four from anywhere in the University). They then take a three-hour written master's examination.

Course requirements for the Ed.D. and the Ph.D. are quite similar. Students working towards both degrees take about 14 courses, including the following: Introduction to American Higher Education; one or two in Education as a Field of Study; one or two core courses; five elective courses in Higher Education; and one research seminar. They then take a six-hour written comprehensive exam and write a dissertation. The major difference between the courses of study leading to these degrees is that students working towards the Ed.D. normally take one inquiry skills course while those working towards the Ph.D. take two such courses.

Courses include, among others: Types of Colleges and Universities; Managing People; the Faculty and Curriculum; Fundamentals of College Management; the Impact of College Attendance on Students and on Society; College and University Law; Economics and Finance of Higher Education; and Public Policy Issues in Higher Education. Students are able to choose, for their elective courses, classes from Penn's Wharton School or from anywhere else in the University.

Current faculty research interests include higher education finance; financial aid; academic planning in general, and enrollment forecasting in particular; higher education in the corporate setting; and academic "quality rankings."

UNIVERSITY OF PITTSBURGH
Institution

HIGHER EDUCATION PROGRAM
Name of Program

Alex J. Ducanis
Director

Director
Title of Director

5s32 Forbes Quandrangle

Pittsburgh, PA 15260
Address

(412) 624-1382
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 5 | 16 |
| Doctoral | 18 | 140 |
| Faculty | 7 | 15 |

PROGRAM DESCRIPTION:

The program in Higher Education provides graduate study designed primarily for students preparing for careers in institutions of higher education. The major purpose of the program is to prepare professionals in the conceptual bases of higher education for application in the field.

The program of study in Higher Education involves interdisciplinary and interprofessional relationships with many parts of the University. For each degree candidate an appropriate curricular plan of graduate study is selected to include course work within Higher Education as well as from other departments and divisions in the School of Education and the University. The course of study is geared to individual student needs and career goals and is developed through conferences with the major adviser in which the required field of study, individual interests, research activity, and the range of elective options are discussed. Because of the individuality and flexibility in programs of study, the importance of careful planning with advisers is emphasized.

In recognition of the wide diversity of career goals held by students interested in the field of Higher Education, a variety of options are provided. Degree programs leading to the Doctor of Philosophy, Doctor of Education, Master of Arts in Education (professional), and Master of Education are available. A minor in Higher Education may be undertaken by students in other programs in the School of Education or other schools of the University. Opportunities are also provided for postdoctoral study.

UNIVERSITY OF SOUTH CAROLINA
Institution

HIGHER EDUCATION/STUDENT PERSONNEL SERVICES
Name of Program

Charles H. Witten
Director

Coordinator
Title of Director

College of Education

Columbia, SC 29208
Address

(803) 777-4213/4230
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 35 | 25 |
| Doctoral | 5 | 35 |
| Faculty | 3 | 3 |

PROGRAM DESCRIPTION:

Graduate education in administration in higher education is offered at the University of South Carolina at both the master's and doctoral levels. Students at the master's level receive preparation to enable them to assume positions in any chosen administrative area. If persons are experienced in college-level administration, doctoral programs are available to enable them to perform their duties more effectively and to be ready to assume positions of increased responsibility.

Master's programs are offered in Student Personnel Services and in Educational Administration (Higher Education). The Master's Program in Student Personnel Services involves a core of courses taken by all students in the student personnel services program with additional course work chosen by the student and faculty advisor to prepare professional administrators. Additional course work may be general or in specific career areas. For courses outside the core area students may choose from additional work in higher education or such related areas as Counseling and Guidance or Business Administration.

The Master's Program in Educational Administration (Higher Education) involves taking many of the same core courses and optional courses in higher education. Courses outside the higher educational field are chosen by the student and a faculty advisor to help prepare the student for the area of general postsecondary administration that is desired.

At the doctoral level, several options are available. The Ed.D. is offered in Student Personnel Services to assist mid-career administrators, who already possess a master's degree and at least five years appropriate experience at the postsecondary level, in developing new and more complete skills to meet their present and future responsibilities. Ed.D. programs are individually tailored to meet the career aspirations of students and build on the experiences already possessed. Additionally, the Ph.D. is offered in Educational Administration (Higher Education). Although no postsecondary professional experience is required, the Ph.D. program does include certain residential and foreign language requirements. Both these degree programs may be well suited for educators desiring to prepare for positions in administration in two-year or four-year colleges as well as universities.

MEMPHIS STATE UNIVERSITY
Institution

CENTER FOR THE STUDY OF HIGHER EDUCATION
Name of Program

Dr. Arthur W. Chickering
Director

Distinguished Prof. of Higher Education
Title of Director

Ball Education Room 406

Memphis, TN 38152
Address

(901) 454-2775
Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | | M.A. | X |
| Ed.D. | X | M.Ed. | X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 15 | 546 |
| Doctoral | 9 | 137 |
| Faculty | 62 | 2 |

PROGRAM DESCRIPTION:

The Center for the Study of Higher Education offers degree programs with concentration in higher education within departments of Counseling and Personnel Services, Curriculum and Instruction, Educational Administration and Supervision, Foundations of Education, as well as an interdisciplinary major.

The Department of Counseling and Personnel Services offers a Doctor of Education Degree in Personnel Services with a concentration in Higher Education. The major combines courses from higher education, student personnel services, counselling, research and support areas such as psychology, sociology, and management.

The Department of Curriculum and Instruction offers a Doctoral Degree in Curriculum and Instruction with a concentration in Higher Education. The degree program includes course work and experiences related to higher education in the areas of curriculum, instruction, research, collateral areas outside the College of Education and in other departments within the College of Education. The focus of this concentration is on the preparation of persons for leadership roles in postsecondary institutions in teaching; curriculum development, implementation and evaluation; innovation in the teaching-learning process; the design of programs, courses and other learning activities; and faculty development. The concentration is also designed to be helpful to persons who work in instructional and training areas outside of college and university settings.

The Department of Educational Administration and Supervision offers a Doctor of Education Degree in Educational Administration and Supervision with a concentration in Higher Education. The program in higher educational administration and supervision will provide the student with opportunities to study in the major area of interest, in a core of courses relating to higher education, in the research areas, in an area of educational emphasis and in a collateral area outside the College of Education. This concentration prepares the student for postseoncdary administrative or supervisory positions.

The Department of Foundations of Education offers a Doctor of Education Degree in Foundations of Education with a concentration in Higher Education. The student will take the College of Education doctoral core courses, the Higher Education core, and a research core. This degree is designed for persons who will bring philosophical, cultural, historical, psychological, and empirical perspectives to bear on problems and practices in higher education.

The Interdisciplinary major offers a program for students interested in doctoral studies with a generalist orientation across the areas of administration, curriculum and instruction, psychology and philosophy, student personnel services and counseling.

VANDERBILT UNIVERSITY
Institution

HIGHER EDUCATION
Name of Program

Harry Randles
Director

Chairman, Department of Leadership
Title of Director

Box 514, George Peabody College

Nashville, TN 37203
Address

(615) 322-8000
Telephone

| Degrees Offered | | | | |
|---|---|---|---|---|
| Ph.D. | X | M.A. | | |
| Ed.D. | X | M.Ed. | X | |
| Ed.S. | X | M.S. | X | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 1 | 4 |
| Doctoral | 18 | 70 |
| Faculty | 4 | 4 |

**PROGRAM DESCRIPTION:**

Specializations in higher education administration prepare student personnel administrators, deans, registrars, admissions directors, and other college administrators for service in community and junior colleges, senior colleges, and universities.

M.ED., Ed.S., and Ed.D. students focus on such areas as administration and finance, faculty development, the community junior college, student personnel administration, and nursing education. Flexibility in the program provides options consistent with the student's career plans. Students are provided opportunities for field placements (practica) in a variety of settings through the University and the numerous colleges and universities in the Nashville area.

M.S. and Ph.D. student focus on scholarly research in higher education.

TEXAS A&M UNIVERSITY
Institution

AREA OF CONCENTRATION IN HIGHER EDUCATION
Name of Program

Dr. Glenn Ross Johnson
Director

Professor and Coordinator
Title of Director

College of Education

College Station, TX 77843
Address

(713) 845-8392
Telephone

| Degrees Offered | | | | |
|---|---|---|---|---|
| Ph.D. | X | M.A. | X | |
| Ed.D. | X | M.Ed. | X | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 0 | 4 |
| Doctoral | 24 | 28 |
| Faculty | 0 | 10 |

PROGRAM DESCRIPTION:

An Area of Concentration in Higher Education

Courses in higher education offer doctoral students an additional dimension of professional mobility if they are interested in higher education settings as part of their career goals. Depending on the student's selection of courses, he or she many prepare for careers in teaching, counseling, or administering in junior and community colleges, technical colleges, or universities. Within the framework of existing doctoral programs among different departments at Texas A&M University and/or within the College of Education, it is possible to pursue a concentration in higher education as a cognate area.

Students pursuing degrees in departments outside of the College of Education may wish to enroll in a selected number of courses in higher education which would complement their specialization. They should work closely with their department advisors in selecting such courses. Students pursuing doctoral degrees within the College of Education can build a supporting field of nine or more hours in higher education. They should work with their department advisors in developing the Concentration in Higher Education. A one-hour seminar course examining the dynamics of higher education is recommended as an initial course for both groups of students to take.

The College of Education does not offer a degree called Higher Education. One's degree is in a specific department; e.g., the Department of Educational Curriculum and Instruction or the Department of Educational Administration. The cognate area appears on the student's degree plan and on his/her transcript after graduation. Courses presently offered include: Higher Education Law; The Community College; Issues and Trends in Community College Administration; Administration of Higher Education; Foundations of Higher Education; College Teaching; The College Student; Student Personnel Work in Higher Education; Industrial Programs for Community Colleges and Technical Schools; Community Services in Higher Education. New courses being developed will deal with policy issues in administration and curriculum/program development in higher education.

TEXAS TECH UNIVERSITY
Institution

HIGHER EDUCATION
Name of Program

Dr. Dayton Y. Roberts
Director

Professor & Chairman, Higher Education
Title of Director

Box 4560 Tech Station

Lubbock, TX 79409
Address

(806) 742-2393
Telephone

| Degrees Offered | | | | |
|---|---|---|---|---|
| Ph.D. | ** | M.A. | | |
| Ed.D. | X | M.Ed. | X | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 5 | 9 |
| Doctoral | 11 | 28 |
| Faculty | 2 | 8 |

** see description below

PROGRAM DESCRIPTION:

The Higher Education program at Texas Tech University offers Master of Education (M.Ed.) and Doctor of Education (Ed.D.) degrees with a major in Higher Education. It is anticipated that a Ph.D. option with a major in Higher Education will be offered by 1984.

The program is based on the premise that "Higher Education" is not a discipline in the traditional sense; it is a complilation of many disciplines into a broad field of study with most of its content being drawn from psychology, sociology, history, philosophy, economics, political science, and the various fields of administration. This philosophy is emphasized by the diverse disciplinary and experiential backgrounds of the Higher Education faculty.

The 36 semester hour non-thesis M.Ed. program requires 24 hours of Higher Education coursework and 12 hours in a minor area or in electives. A 24 semester hour M.Ed. with a thesis is advised for individuals who plan to pursue a doctorate in Higher Education.

The doctoral program in Higher Education has three basic options or emphases. The administration option, including student personnel administration, requires a 6 semester hour internship in some aspect of college or university administration and a minimum of 6 hours of "Research in Higher Education" related to policies and practices in administration. The dissertation is also expected to be related to Higher Education administration.

The college teaching option is designed to assure that students will take 50% of all their graduate level coursework in their teaching discipline(s). This option requires 6 semester hours of "Research in Higher Edcation" on problems in curriculum and instruction and the dissertation is expected to be related to curriculum/instruction problems in Higher Education. When appropriate, an internship in college teaching will be included in a student's program.

A Higher Education generalist option comprised of key courses from both the college teaching and administration options may be tailored to a student's current needs and previous professional experience. This option relies heavily on electives from the various disciplines.

The doctoral program in Higher Education requires a minimum of 90 semester hours, plus dissertation, above the bachelor's degree.

THE UNIVERSITY OF TEXAS AT AUSTIN
Institution

PROGRAM IN COMMUNITY COLLEGE EDUCATION
Name of Program

John E. Roueche
Director

Professor and Director
Title of Director

EDB 348

Austin, TX 78712
Address

Telephone

Degrees Offered
Ph.D. X M.A. ____
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 2 | 0 |
| Doctoral | 20 | 40 |
| Faculty | 3 | 1 |
| | 7 (Supporting) | |

PROGRAM DESCRIPTION:

Since 1944, the Community College Leadership Program (CCLP) at The University of Texas has provided an opportunity for prospective community college administrators to earn specialized doctorates preparing them for leadership roles in community colleges.

The program typically consists of 52-60 hours of graduate work to be completed with at least one academic year in residence and one semester of internship. The Program is competency-based and designed to enhance professional development in seven broad areas of administration: Administrator's Role, Administrative Science, Individual and Group Behavior, Leadership Behavior, Communication, Performance Management, and Related Education Systems. The Program addresses more than 50 validated field-based competencies of executive level administrators.

Common core course include: Administering Institutions of Higher Education, The Management and Evaluation of Instruction, Community College Problems, Organizational Theory, Organizational Behavior and Decision-Making, Data Analysis, Research Design, and Educational Law. Areas of specialization include at least 6 hours of work in the Management of Instruction, Finance, Student Services, Research, Personnel Services, or Data Processing.

Dissertation research committees and topics are chosen by students and research is conducted under the direction of a departmental professor. Research can be experimental, case study or survey, and typically students complete dissertations in two to three semesters.

The Sid Richardson Foundation has provided program support and fellowships for CCLP students for the past 8 years.

Three nationally prominent professors are assigned to the program. John Roueche, the program's current director, is a nationally recognized authority in community college education. A national study recently named him the ourstanding living author in community college education. Dt. Donald T. Rippey, with over 20 years' experience as a community college president and expertise in student development, and Dr. George A. Baker, with 26 years' experience in management and expertise in organizational behavior, balance the concepts of leadership and management fostered in the program.

The Program in Community College Education has produced more community college presidents and deans than any other university program of its kind. Additionally, in the past 8 years, the Program in Community College Education has sponsored over $2.5 million in research and dissemination to improve teaching and learning in the community college.

Supported by a W. K. Kellogg Foundation grant, over 150 community colleges have received professional and organizational development assistance through the Program in Community College Education's outreach organization, the National Institute for Staff and Organizational Development.

UNIVERSITY OF HOUSTON
Institution

HIGHER EDUCATION LEADERSHIP PROGRAM
Name of Program

Dr. Barton R. Herrscher
Director

Associate Professor
Title of Director

401 Farish Hall, Central Campus

Houston, TX 77004
Address

(713) 749-7281
Telephone

Degrees Offered
Ph.D._____ M.A._____
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | | 5 |
| Doctoral | 11 | 60 |
| Faculty | 3 | 5 |

PROGRAM DESCRIPTION:

The greater Houston area and the State of Texas are rich with institutions of higher education--community and technical colleges, four-year colleges and universities, both private and public. Professional personnel therein seek graduate education for purposes of advancement, increased competence and self-fulfillment. The University of Houston Central Campus is the primary locus of opportunity for such education in Southeast Texas. The program is also designed to meet the needs of students both nationally and internationally.

The program focuses on higher education as a field of study. At the doctoral level, students are exposed to the full range of course work offered in the program. The dissertation provides the opportunity for in-depth study in one area of specialization, with course work in that area providing the background.

Requirements: Approval to enter the M.Ed. or Ed.D. program in the ELCS Department, and experience in an institution of higher education or its equivalent. For the M.Ed., students complete 36 hours of course work and pass a written comprehensive examination, or complete 30 semester hours and write a thesis. Doctoral students must complete a minimum of 66 semester credit hours, including courses and dissertation. Of the 66 hours, a minimum of 24 hours is required in courses appropriate to the administration of higher education.

Courses: A number of courses are offered in higher education. Additional courses are offered in the ELCS Department which are not level specific and would be of interest and value to higher education students. Doctoral students are encouraged to include appropriate graduate courses from other areas of the University in their programs.

THE COLLEGE OF WILLIAM AND MARY
Institution

HIGHER EDUCATION PROGRAM
Name of Program

John R. Thelin
Director

Director
Title of Director

School of Education

Williamsburg, VA 23185
Address

(804) 253-4312
Telephone

Degrees Offered

| | | | | |
|---|---|---|---|---|
| Ph.D. | | M.A. | | |
| Ed.D. | X | M.Ed. | X | |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 0 | 9 |
| Doctoral | 13 | 88* |
| Faculty | 2 | 7 |

*18 students pursuing credits toward dissertation

PROGRAM DESCRIPTION:

The program in Higher Education at the College of William and Mary has been developed to meet the needs of individuals employed in professional positions related to postsecondary education or those seeking such positions. This may include postitions involving the educational activities of government agencies and the non-collegiate sector as well as those in colleges and universities.

The program of study is designed to encourage students to develop a thorough understanding of higher education in the United States, the theory base that undergirds it, and the crucial areas facing it. Beyond this point sufficient flexibility is provided to allow for matching courses and educational experiences with current or projected professional needs of the individual students, whether the particular role is administrative or academic. For example, programs have been adapted to provide for the educational requirements of careers in college teaching, administration, student personnel, or development in an academic setting.

Courses of study in Higher Education can lead to the Advanced Certificate and/or Doctor of Education. A Master's degree program is available for students without previous graduate work. Both the Master's and Advanced Certificate programs may be taken as terminal programs, but most students view the Advanced Certificate Program as a necessary step toward final acceptance for doctoral study.

UNIVERSITY OF VIRGINIA
**Institution**

CENTER FOR THE STUDY OF HIGHER EDUCATION
**Name of Program**

Jennings L. Wagoner
**Director**

Director and Professor
**Title of Director**

School of Education
405 Emmet St.
Charlottesville, VA 22903
**Address**

(804) 924-3880
**Telephone**

**Degrees Offered**

| | | | |
|---|---|---|---|
| Ph.D. | X | M.A. | |
| Ed.D. | X | M.Ed. | |
| | | Ed.S. | X |

| | Full Time | Part Time |
|---|---|---|
| **Students** | | |
| **Masters** | 0 | 0 |
| **Doctoral** | 30 | 60 |
| **Faculty** | 3 | 7 |

**PROGRAM DESCRIPTION:**

The Center for the Study of Higher Education, established in 1969, is an instructional, research, and service unit of the School of Education. Instructional programs offered by the Center lead to the degrees of Education Specialist, Doctor of Education, and Doctor of Philsophy. Postdoctoral study and research opportunities are provided through the Center's professional development program.

An integrated program of core courses and experiences is provided all students who are candidates for degrees in higher education. Core courses include History of Higher Education, Organization and Control of Higher Education, College Curriculum, College Student and Faculty and/or The Adult Learner. In addition, students develop areas of specialization within higher education. Typical specialization areas include Student Personnel Administration, Higher Education Administration and Policy Analysis, Community College Instruction and/or Administration, and Adult Education. Other specialization areas are easily developed inasmuch as each student must puruse coursework in two supporting academic areas. Among the most popular supporting fields are business administration, law, research, and counseling. Interdisciplinary study is encouraged and a high level of initiative is expected. In addition to established courses, the Center for the Study of Higher Education offers topical seminars, short institute, workshops, internships, and opportunities for independent study.

A minimum of one full year in residence is required for the Ed.D. and two years for the Ph.D. Doctoral students are typically experienced professionals and as graduates find employment in management and research positions in a variety of institutions and agencies. Center graduates currently hold positions as college presidents, provosts, deans, division chairs, and faculty members, as well as positions in research agencies and private business.

Graduate students in residence work closely with faculty and fellow students on research projects and often publish while in graduate school. Social events as well as academic concerns help generate and maintain a sense of community among those involved with the Virginia Center.

VIRGINIA POLYTECHNIC INST. & STATE UNIV.
Institution
HIGHER EDUCATION
COMMUNITY COLLEGE EDUCATION
Name of Program

W. Robert Sullins
Director

Division Director
Title of Director

Administrative & Educational Services
250 UCOB
Blacksburg, VA 24060
Address

(703) 961-5642
Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | X* | M.A. | |
| Ed.D. | X | M.Ed. | X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | | |
| Doctoral | | |
| Faculty | 5 | 5 |

*In Educational Research with Higher Education emphasis

PROGRAM DESCRIPTION:

The Higher Education program at Virginia Tech is a component of the Educational Administration Program Area in the Division of Administrative and Educational Services. Students who complete the Higher Education specialization receive the Ed.D. in Educational Administration; however, those who wish to pursue a degree in Educational Research (including Policy Studies) with an emphasis in Higher Education may receive the Ph.D. The Higher Education specialization is designed to serve those who are already working in administrative roles in colleges and universities as well as those who seek to establish themselves in the profession. While 10-15 full-time Higher Education students are enrolled on campus each year, the majority are part-time students attending classes on campus or at a number of off-campus sites.

In addition to the Higher Education specialization in Educational Administration, the division also houses a separate Community College Program Area with a doctoral degree authorization in that area. The Community College program includes specializations in administration, teaching and instructional leadership, vocational-technical education, continuing education and community services, student personnel services, and learning resources management. Similar to the Higher Education specialization, 15-20 full-time students make up only a small proportion of the total number or students enrolled at on- and off-campus sites.

Not infrequently, plans of studies for students enrolled in either program draw heavily from the other. Faculty members generally teach higher education and community college courses, although each emphasizes one or the other. In addition to the mix of courses between those two programs, degrees in Curriculum and Instruction and Vocational-Technical Education are often taken with Higher Education/Community College emphasis. In both areas emphasis is on post-master's programs but master's degree level work in curriculum and instruction, administration, and vocational education, with emphasis in Community College/Higher Education is offered.

UNIVERSITY OF WASHINGTON
Institution

POLICY, GOVERNANCE, & ADMINISTRATION
Name of Program

Richard L. Andrews
Director

Chair
Title of Director

M219 Miller Hall
College of Education, DQ-12
Seattle, WA 98195
Address

(206) 543-1891
Telephone

| Degrees Offered | | |
|---|---|---|
| Ph.D. | X | M.A. |
| Ed.D. | X | M.Ed. X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | | |
| Doctoral | 80 total | |
| Faculty | 6 | 6 |

PROGRAM DESCRIPTION:

At the time this booklet was being compiled, the Area of Higher Education had just been consolidated with the Educational Policy and Educational Administration areas into a new area of Policy, Governance, and Administration.

Area Mission Statement

The basic functions of educational institutions center on teaching and learning. Thus the role of a college of education is clear in regard to building a greater understanding of how human beings learn and, in turn, developing more effective teaching methods. But teachers and students at any level function within institutions which can help or hinder the learning process. In turn, these institutions function within a societal framework whose dynamics and policies set formal and informal parameters for their processes. Therefore a critical element in building more effective teaching and learning processes is an understanding of the local, national, and international context within which they occur. Thus the mission of the Area is in equal measure the generation, preservation, and dissemination of knowledge concerning the nature of policy, governance, and administrations of educational systems. The Area fulfills this central purpose through:

(1) interdisciplinary, scholarly inquiry into the structure, processes, and policies, as well as the context and assumptions that govern education;

(2) preparation of scholars and educational leaders who will carry and test the results of inquiry into the study and administration of the educational system;

(3) service which links the scholarly study of the context and assumptions of education and the application of these results to education.

Curriculum requirements for the Area of Policy, Governance, and Administration were still being developed when this booklet was compiled.

WASHINGTON STATE UNIVERSITY
Institution

HIGHER EDUCATION
Name of Program

Jack H. Cooper
Director

Professor of Higher Education
Title of Director

Department of Education

Pullman, WA 99164
Address

(509) 335-4846 or 335-4855
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 2 | 3 |
| Doctoral | 15 | 20 |
| Faculty | 2 | 0 |

PROGRAM DESCRIPTION:

The program in higher education at Washington State University is well-established (1951) and for a number of years was the only doctoral program located in the Pacific Northwest. Until about 1970 the program was focussed on the community college (especially administrative leadership). Since then the number of students interested in other aspects of higher education has about equalled the community college group.

The number of fixed requirements for all students in the higher education program is small, the individual program of studies being tailored to the needs of the student individually.

Most students are experienced already on the career ladder they wish to climb further--usually community college or university administration. Many students will remain in residence until completion of Preliminary Exams, then leave the campus for a job, completing their dissertations a few years later.

The two professors have complementary interests. One is a community college specialist and spends part of his time serving as a consultant and university liaison to the college. The other is full-time on the campus and is interested in history and theory of higher education, organization and governance, and higher education in its international aspects.

WEST VIRGINIA UNIVERSITY
Institution

EDUCATION ADMINISTRATION
Name of Program

John Andes
Director

Professor
Title of Director

1140 Ag. Sciences

Morgantown, WV 26506
Address

(304) 293-3707
Telephone

Degrees Offered
Ph.D. ____ M.A. X
Ed.D. X M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | * | 30 |
| Doctoral | | 89 |
| Faculty | 7 | 7 |

* Special

PROGRAM DESCRIPTION:

A program to develop practicing administrators for higher education institutions in the areas of academic, student, fiscal, and administrative sources.

Each doctoral program is individually designed but must include 24-36 hours in higher education administration; 12-24 hours in a minor; and 15 hours in foundations including research, statistics, and computer application. Specialized competency is developed in the minor. Students are part-time and all courses are offered in the afternoon or evening.

UNIVERSITY OF WISCONSIN-MADISON
Institution

COLLEGE AND UNIVERSITY ADMINISTRATION
Name of Program

Joseph F. Kaufman
Director

Prof., Dept. of Educational Administration
Title of Director

1282G Educational Sciences Building
1025 W. Johnson Street
Madison, WI 53706
Address

(608) 263-3697
Telephone

Degrees Offered
Ph.D. X M.A. X
Ed.D. ____ M.Ed. ____

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 10 | 15 |
| Doctoral | 25 | 40 |
| Faculty | | |
| Higher Ed | 4 | 1 |
| Dept. | 14 | - |

PROGRAM DESCRIPTION:

Within the M.A. and Ph.D. program in Educational Administration, a student may specialize in college and university administration.

The Ph.D. program calls for a total of 66 graduate credits, at least 39 of which must be in Educational Administration. The program also requires the completion of a minor field of study, courses in research methods and statistics, one year of full-time enrollment, and the writing of a doctoral dissertation.

Courses in the higher education specialty include: Organization and Governance, Legal Aspects of Higher Education, Finance, Organizational Theory, Politics of Education, Student Personnel Administration, Theory and Practice of Planning, Computer Applications in Education Administration, Administrative Problems in Higher Education, and various topical seminars.

ONTARIO INSTITUTE FOR STUDIES IN EDUCATION
Institution

HIGHER EDUCATION GROUP
Name of Program

Professor Michael Skolnik
Director

Associate Professor/Chairman of HEG
Title of Director

Suite 9-910
252 Bloor Street West
Toronto, Ontario M5S 1V6 Canada
Address

(416) 923-6641 Ext. 236
Telephone

Degrees Offered

| | | | |
|---|---|---|---|
| Ph.D. | X | M.A. | X |
| Ed.D. | X | M.Ed. | X |

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 4 | 31 |
| Doctoral | 32 | 24 |
| Faculty | 5 | 5 |

PROGRAM DESCRIPTION:

The Higher Education program is given by the Higher Education Group (HEG) of the Ontario Institute for Studies in Education (OISE), which is an autonomous institution offering programs of Graduate Studies, Research and Development, and Field Development throughout the Province of Ontario. In addition to its main location in downtown Toronto, OISE carries out an extensive program of Field Development and offers off-campus courses through nine regional centres throughout the Provice. Under an agreement of affiliation with the University of Toronto, we effectively operate as the Graduate Department of Education of that University--almost all of our regular faculty hold appointments in the Graduate Department of Education. Within OISE, there are nine academic departments that provide the nine operating programs of the Graduate Department. The HEG is one of these departments. The Chairmen of these departments report administratively to the OISE Director; for purposes of administration of Graduate Programs, we report to the Dean of the School of Graduate Studies at the University of Toronto, through the OISE Assistant Director (Academic). For program development and policy cosideration, there is a Joint Council on Education which consists of members of OISE, members of the University of Toronto Faculty of Education (which provides baccalaureate training and certification programs in education), and senior administrators of the School of Graduate Studies and of the Central University Administration.

The objectives of the HEG are to provide: academic training at the highest level for persons wishing to undertake research or prepare for teaching in the field of Higher Education; advanced training for administrators and other practitioners in the field of Higher Education; scholarly research in the field of Higher Education; policy-oriented research related to issues in Canadian Higher Education; and service to educators in universities and colleges in Canada, especially in Ontario.

HEG areas of specialization reflect an uneasy balance between that we think is important to carry out our mission and the staffing constraints that have made it necessary to rely on transfers and cross-appointments from within OISE rather than being able to hire externally. Until a year ago we had only two full-time faculty. Within the past year we have added three additional faculty by transfers from other OISE departments. Our strengths are in the areas of institutional and system-wide planning, institutional and system-wide research and administration, economics, finance, policy research, philosophy, and history. We make use of outstanding instructors in the areas of teaching, learning, and curriculum through part-time employment of specialists elsewhere in OISE and the University, visiting scholars, and the extensive network of educational developers in Canada. However, in this area our program suffers from the lack of ongoing leadership which can be provided only by a full-time specialist.

UNIVERSITY OF ALBERTA
Institution
DEPARTMENT OF EDUCATIONAL ADMINISTRATION
GRADUATE STUDY IN EDUCATIONAL ADMINISTRATION
Name of Program (postsecondary emphasis)

C. S. Bumbarger
Director

Chairman, Dept. of Educational Admin.
Title of Director

7-104 Education North

Edmonton, Alberta T6G 2G5 Canada
Address

(403) 432-5241
Telephone

Degrees Offered
Ph.D. X M.A. ____
Ed.D. ____ M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 8 | |
| Doctoral | 4 | 4 |
| Faculty | 3 | 5 |

PROGRAM DESCRIPTION:

A doctoral program in educational administration with a concentration in postsecondary education and a master's degree are offered at the University of Alberta.

The doctoral program requires 2 year's residence during which the equivalent of 42 credit hours plus a dissertation must be completed. The program is designed for advanced training in scholarship, preparing candidates for leadership positions in research and educational organizations.

Candidates for the master's degree are required to complete a residency of 1 year, and they may meet degree requirements by taking 10 courses plus a thesis of 14 courses and a terminating project. The program contains both theoretical and practical training in administration of postsecondary education.

UNIVERSITY OF BRITISH COLUMBIA
Institution

HIGHER EDUCATION
Name of Program

John D. Dennison
Director

Professor of Higher Education
Title of Director

Faculty of Education

Vancouver, British Columbia, Canada
Address

(604) 228-5252
Telephone

Degrees Offered
Ph.D. ____ M.A. X
Ed.D. X M.Ed. X

| | Full Time | Part Time |
|---|---|---|
| Students | | |
| Masters | 3 | 15 |
| Doctoral | 2 | 3 |
| Faculty | 2 | 2 |

PROGRAM DESCRIPTION:

In 1981 there was both a reassessment and a recognition of the graduate programs emphasizing Higher Education at The University of British Columbia. As an outgrowth of the overall reorganization of the Faculty of Education in 1980, a new department, The Department of Administrative, Adult and Higher Education has been created. This Department consolidates three divisions: Adult Education, Educational Administration, and Higher Education. The major effect of this change is that several members of the new Department now teach in more than one Division.

The most fully developed specializations within the Division at present are administration, institutional research, and adult education functions of colleges and universities. Other specializations can be provided through use of resources inside and outside the Department.

Master of Education (Higher Education). The M.Ed. requires a minimum of 15 units of course work, together with a graduating essay and comprehensive examinations.

Master of Arts (Higher Education). The M.A. program involves a minimum of 12 units of course work plus a 3-unit thesis for a total of at least 15 units.

Doctor of Education. At the present time students may complete a doctoral program in either Educational Administration or Adult Education, with a major focus in Higher Education. While the doctoral program requires no specific number of courses, it would be designed with the student's background, interests, and career plan in mind. The doctoral dissertation would focus upon a topic in Higher Education.